PEACE CORPS Volunteer

JULY, 1963
VOL. 1, NO. 9
WASHINGTON 25, D.C.

HELPING HANDS of four students from the University of Santo Domingo joined Peace Corps Volunteers in building an elementary school at nearby Arroyo Hondo. Here Volunteer Bob Zitko (kneeling, lower left) of Berwyn, Ill., watches as helpers lay cement block. From left they are Placido Pina, a business student; Manuel Saleta, a pharmacy student, and Alejandro de la Pena Saleta, an engineering student. Not shown is Francisco Garcia, a dental student.

U.S. Colleges Playing a Vast, Vigorous Role in Peace Corps

An editorial in a commencement-time issue of *Life* describes the college class of 1963 as "probably the best prepared, stablest and most promising" in U.S. history.

In describing the future of this year's graduates, *Life* observes: "What bothers them most is the choice between excellence for its own sake and for the sake of humanity, between the good life and the useful life. The Peace Corps is getting its share of '63 and these volunteers are not deemed freaks by their peers."

The editorial contains two other references to the Peace Corps, one a quotation by a prospective Volunteer ("I want to present my heritage, the best of it, to other people") and the other a quotation by a person described as "less activist" ("Just because we don't join the Peace Corps or the Freedom Riders doesn't mean we don't care").

The editorial suggests that in two years the Peace Corps has moved onto students' horizon as something vital to be considered as part of their future, along with business, graduate school, or military service. More than 80 per cent of the Volunteers now in service have come from colleges and universities.

But beyond this figure, there is a lot of Peace Corps in the colleges—more than 50 campuses have held training programs for prospective Volunteers; about a dozen institutions play an active role as partners in Peace Corps programs abroad, providing professional or technical assistance and sometimes administrative help.

On some 1700 of the country's campuses, there is a faculty or a staff member appointed by his institution to serve as liaison officer with the Peace Corps.

In addition, there are country-wide some 500 student support groups—cam-

(Continued on page 5)

Educational TV Project Is Set For Colombia

The Peace Corps this fall will enter a new field: educational television.

About 70 Volunteers have been invited to Colombia to help plan and produce educational TV programs and to assist classroom teachers in utilizing programs. The project will affect approximately 1500 schools.

Colombia's government-owned TV network is one of the largest and fastest-growing in Latin America. Eighty-five per cent of Colombia's people and 94 per cent of the schools are within reach of its transmitters.

The Peace Corps will undertake the project in co-operation with the U. S. Agency for International Development, which will provide $575,000 for TV sets, other equipment, and programming expenses. Colombia will pay all local salaries and network costs.

Twenty Volunteers—all communications specialists—will assist Colombian co-workers in planning, creating, writing, and producing programs. These Volunteers are training at the University of New Mexico. They will go to Bogota in September or October.

Arriving at a later date will be 50 Volunteers who will work in rural areas, visiting classrooms, distributing instructional material, and assisting teachers working with the TV programs.

About 200 Volunteers already are in Colombia working in community-development and teaching projects.

In announcing the plan, Sargent Shriver said that of several ventures the Peace Corps is about to undertake, "none is more exciting than the educational television project."

He noted that both private and public leaders in Colombia have sought to make the network useful for public education and are supporting the program.

"President Valencia of Colombia has taken a special interest in it. The Ministries of Education and Communications are already making long-range plans for expanding and strengthening the program when the Peace Corps completes the pioneer phase in two years," he said.

Volunteers Resent 'Hero' Role—Researcher

The following article was written as a three-part series for the North American Newspaper Alliance, a news service with more than a hundred subscribers, nearly all of them major metropolitan daily newspapers.

By David Barnett

Bureau Chief

North American Newspaper Alliance

WASHINGTON: The pioneer Peace Corps Volunteers are concerned about what they consider an "outlandish image" of themselves being spread among Americans.

They dislike being pictured as heroes, building schools with their bare hands while facing physical hardships in far-away lands.

And they "hate" visitors who take a quick look at a Peace Corps project and say, "You're doing a great job. Keep up the good work."

These are some of the observations developed by the Research Division of the Peace Corps from an intensive study of the first 250 Volunteers. The Volunteers will complete their two-year tours during June.

Confidential Questionnaire

To get the information, each of the Volunteers was required to complete a comprehensive, confidential questionnaire. For the past few months, Dr. Joseph G. Colmen, chief of the Research Division, has traveled to units in Tanganyika, Colombia, the Philippines, and St. Lucia, in the West Indies, to hold discussion meetings with the Volunteers on the basis of a tabulation of the questionnaire answers.

Dr. Colmen's first reports are now being studied by other Peace Corps divisions—those concerned with selection of Volunteers, training, and program development—and may be the basis for changes in the program.

Dr. Colmen, a clinical psychologist, provided a summary of the results so far in an exclusive interview, just before a scheduled trip to Chile to continue the study.

About half the Volunteers, he said, experienced some measure of frustration because of a realization that their achievements during the two years did not completely match their personal goals.

Vague Terminology

In some cases, jobs and individuals didn't match.

"Unanticipated things can happen between the time a job is set up and the time a Volunteer gets there to fill it," Dr. Colmen explained.

A country, for instance, can ask for a history teacher. When the Volunteer gets there, he finds they really need a biology teacher.

"Luckily," he said, "American college students are not so narrowly trained as some think. Many could do it."

In some countries, job descriptions just don't mean the same things that they do in the U.S. Terms like "community-development specialist" are nebulous at best. A teacher's aide may turn out to be a person who teaches the teacher what to teach the children.

One of the biggest gripes of the Volunteers was about the publicity on the program.

Too often, according to the Volunteers, the press—and even the Peace Corps' internal publications—play up the concrete achievements, the road, the school house, the pig pen, but not the Volunteers' efforts of a more subtle but more important nature within the community.

Example: In many underdeveloped areas, the people do not have the drive for success that marks American society. A Peace Corps Volunteer organizes the community in a democratic way to get a road built. The important achievement, according to the Volunteer, is not the physical road but the fact that the community adopted the approach.

The Volunteers also object to the emphasis in the publicity on physical hardship.

"Physical hardship, as such, is no problem," Dr. Colmen pointed out. "The Volunteers with the highest morale are those in the most primitive conditions. Given a choice, all of the Volunteers would go to the primitive village where it is easiest to see the results of your own efforts."

Movies and Ice Cream

But there are many of the Volunteers in relatively large cities, such as Bogota, where there are movies and ice-cream cones.

"These people feel resentful and somewhat guilty at all the publicity about hardship. Friends back home think, 'What's wrong with you? They had to send you to a civilized place.'"

The emphasis, the Volunteers contend, should be on the routine, the boredom, the humdrum fighting for maximum effectiveness, not on the glamor aspects of the Corps.

"They don't want to be pictured as heroes," Dr. Colmen said, "because they don't think they will be able to live up to the fiction when they get home. And they are convinced the false image will make it more difficult, when they get back, to persuade people to listen to the real facts and problems."

One of the greatest personal problems faced by Volunteers overseas is the lack of intellectual stimulation, Dr. Colmen said.

Many of the Volunteers are college-trained individuals who are dealing with persons of limited education. From letters and teams of evaluators in the field, the Peace Corps anticipated some of the difficulties that might result from that combination.

To try to help, footlockers of pocketbooks have been sent to each "house-

(Continued on back page)

"HUR-RY, HUR-RY, HUR-RY!" cried a barker as Volunteers and other teachers opened their carnival at Balaju Boarding School, near Kathmandu, capital of Nepal. The carnival, which featured raffles and a food sale in addition to game booths, was held to raise funds to finance or extend school projects in gardening, poultry, science, art, woodworking, and the library. Some 200 Nepalis and Americans attended, and the carnival cleared 900 rupees (about $117). Shown here with home-made megaphone is Volunteer Jim Fisher (Ashland, Ky.), who works as English teacher.

Kennedy Is Present As Germany Forms Work-Service Unit

President Kennedy helped to inaugurate the German voluntary service modelled on the Peace Corps during his visit to Bonn in June.

Speaking at ceremonies with Germany's President Heinrich Lübke and Chancellor Konrad Adenauer, the President said it was essential for members of the Atlantic Community to show their concern for the hundreds of millions of the world's population on the edge of starvation.

He praised the new German organization, officially known as the Overseas Teaching and Aid Development Service, as a welcome companion to the American Peace Corps.

He said the Germans would find "their greatest reward in service in these very difficult times." He said he hoped the U. S. Peace Corps and the West German organization would be joined by representatives of "dozens of other countries in a great international effort in the 1960's for peace."

Under present plans, the Development Service aims at an enrollment of 250 by the end of 1963, 1000 by 1964, and 2000 by 1965.

Programs will be undertaken by invitation of individual countries. German officials expect their volunteers to work principally as technicians in health and agricultural projects.

Young people from 21 to 30 will be accepted for a maximum of two years. While on duty, they will receive only pocket money, but the government will set aside the equivalent of $50 per month against their return.

The annual cost of the Development Service is put at the equivalent of $6,250,000.

Attending the Bonn ceremonies were 200 young people and officials representing 40 private development organizations from all over Germany. Many of the organizations already have overseas programs which will co-operate with the government in the new program.

Since last fall, 10 industrialized countries have taken active steps to set up overseas volunteer-service programs.

Bicycles Put to Use

Costa Rica Volunteers obtained 20 bicycles in a novel way. The Peace Corps, with the co-operation of the Costa Rican Purchasing Dept., persuaded the police to let the Ministry of Education—for whom the Volunteers work as teachers—pick out frames and parts from a pile of confiscated bicycles. The bikes, repaired at Peace Corps expense, will be on loan to the Volunteers, who will return them to the Ministry of Education on completion of their service.

Argentina's Voluntary Service Lends Latin America Teachers

Argentina has established a national voluntary service to send teachers to serve in rural areas of other Latin American countries.

The organization, called Teachers for America, will initially supply 50 teachers for primary schools and for literacy programs. The Argentine government reports that 700 persons have applied for service.

The new program grew out of discussions between the Argentine government and representatives of the Organization of American States, the U. S. Agency for International Development, and the International Peace Corps Secretariat.

The Argentine government will finance the initial program, but it has asked the OAS to sponsor the program and to place the teachers.

The program is a pilot project of an effort through the Alliance for Progress to eliminate illiteracy in Latin America by 1970, a goal set forth in the Charter of Punta del Este.

The U.S. Peace Corps now has some 225 teachers—primary, secondary, university, vocational, and physical-education —serving in Latin America.

frivolous facts*

FIRST ON DUTY—Ghanata Secondary School, Dodowa, Ghana; Sept. 12, 1961: English teacher Tom Livingston (Wood Dale, Ill.).

HIGHEST—13,414 feet; El Alto, Bolivia: Catherine Abitz (Schofield, Wis.) and Nancy Crawford (Rumford, R.I.).

LOWEST—Below sea level in Rasht, Iran, 10 miles from Caspian Sea (92 feet below sea level): Joseph Teller (Lahaska, Pa.) and Robert Burkhardt (Central Valley, N.Y.).

FARTHEST NORTH—At Kastamonu, Turkey, about 41° 30′ N, 45 miles from the Black Sea: Warren Pritchard (Carrollton, Ga.), James Lepkowski (Gardner, Mass.), and Salvatore Diblasio (Norristown, Pa.).

FARTHEST SOUTH—At Ancud, Chiloe Island, Chile, about 41° 50′ S: Ken Bartlett (Mountain Home, Ida.), Irene Avila (San Jose, Cal.), Evadna Smith (Manistee, Mich.), Wayne Wulf (Arlington, Neb.), Laura Chrisman (Thayer, Kan.), and Gene Johnson (Pasadena, Cal.).

LEAST ELBOW ROOM—At Addis Ababa, Ethiopia, where 12 of the empire's 35 secondary schools are located: about 60 Volunteers, mostly teachers.

MOST ELBOW ROOM—250 miles up Kinabatangan River, North Borneo; three-to-five days by outboard motorboat from civilization; in radio contact twice weekly with outside world: teacher Marvin Adams (Huntington, Ind.).

NEAREST TO HOME—At Restauracion, Dominican Republic; about 699 miles from home in Miami, Fla.: Robert Unger.

FARTHEST FROM HOME—At Livingstonia, Nyasaland; about 10,350 miles (great circle) from home in Balboa, Cal.: Joan and Joel Rasmusson.

NEAREST TO EQUATOR—At Cayambe, Ecuador; three miles from the equator: Basil Stergios (Harvard, Mass.).

NEAREST TO PRIME MERIDIAN (on it)—at Tema, Ghana: Georgianna Shine (Kensington, Conn.).

DRYEST—At Tahoua, Niger, in the southern reaches of the Sahara, with about 2 inches of rainfall annually: Glen Glass (Maywood, N.J.).

WETTEST—At Victoria, Cameroon, not far from 13,350-foot Mount Cameroon, which has about 250 inches of rainfall annually: Judith Laws (St. Louis, Mo.) and Adele Douglass (Milwaukee, Wis.).

NEAREST TO ACTIVE VOLCANO—At Pucon, Chile, six miles from Volcan Villarrica: Jerry Garthe (Santa Ana, Cal.).

FARTHEST FROM SEA—At Mardan, Pakistan, about 700 miles from Sonmiani Bay in the Arabian Sea: Gloria Smith (Williamstown, S.C.), Alice Adams (Rolla, Mo.), and Ralph Cole (Dallas, Tex.).

NEAREST TO SEA—Near Zamboanga City, Philippines; a house 25 feet from waters of Basilan Strait (Pacific Ocean): George Puerschner (Suffern, N.Y.).

MOST IN COMMON—Twins Keith (India) and Kenneth (India) Sherper of Minneapolis, Minn.; twins Robert (Iran) and Ross (Tunisia) Burkhardt of Central Valley, N.Y.; unrelated: Patricia E. Preciado (Sierra Leone) of Westwood, N.J., and Patricia A. Preciado (British Honduras) of Tucson, Ariz.

FARTHEST-OUT PET—A pangolin (scaly anteater), recently deceased at Sokode, Togo; owned by Al Kinstrey (Little Neck, N.Y.).

FARTHEST-IN PETS—87 dogs named Sarge.

*Subject to instant revision; corrections invited.

Who's Lonesome—? I Never Left Home

By Anna Zentella

After 23 years of living in the same apartment building in the Bronx, New York, I joined the Peace Corps to go to Costa Rica where—I thought—I would no longer know everyone on the block. But three weeks after I arrived in Ciudad Quesada, a city of about 10,000, two of my fellow Volunteers got off at the bus station, asked in Spanish, "Where's Anna?," and were immediately given directions. My whereabouts and activities at any given time of day are known to shoeshine boys and municipal officials alike.

All 26 Peace Corps Volunteers here—teachers' assistants in science or English—quickly realized that this tiny Central American republic inhabited by 1½ million persons is more a family than a country. Everyone here was amazed to learn that I had never before seen President Kennedy until his visit here last March. And, they ask, can it be true that I do not even *know* anyone who knows Paul Anka?

All "Ticos," as Costa Ricans are called, seem related to each other, and almost every Volunteer lives with a family having relatives who have relatives who know the other Volunteers.

My own ties as godmother of Patricia del Socorro Gomez Soto gave me a *comadre* and *compadre* (who are Patricia's mother and father), each of whom has at least nine brothers and sisters, all now claiming some distant kinship to me. I left my sister in New York and gained in my Tico family five others, plus five brothers. This has undoubtedly forestalled homesickness, which has yet to hit me after six months away from home, and helped ease my separation from the other Volunteers, the most difficult aspect of adjustment.

The nearest Volunteer is only two hours away, but the narrow, curvy, bumpy, and always foggy road discourages visiting.

But there's really no time for loneliness; the pace of the work does not permit much reflection. "How dull you must find life in Ciudad Quesada compared with that of New York!," I am often told. As I work out square-dance figures for the English Youth Club while brushing my teeth, or write *dona* (doughnut) recipes for the Damas Leonas (Ladies' Lions Club) while bumping along in a bus, I find my life anything but dull. The major part of my day, which begins at 6 a.m. and ends at 10:30 p.m., is spent in Liceo San Carlos, the high school where I teach three first-year English classes and assist in five other courses, teach physical education 10 hours per week, hold biweekly English Club meetings, and devote eight hours weekly to beginning a library. On Saturdays I hold swimming classes in the local pool. Once a week during a lunch hour I teach a sixth-grade group which meets about two kilometers out of Ciudad Quesada, and I also travel a half an hour to a small community where 30 adults, most of them farmers, chip in for my bus fare in exchange for an hour of English classes.

Possibilities for new projects keep cropping up. I plan to make some trips to outlying areas with the Alliance for Progress Medical Mobile Unit and give talks on nutrition and hygiene. Next, two other Volunteers and I, backed by the Ministry of Education, will hold a leadership training program for 24 students from eight schools. Next, the local radio station has offered me a weekly program, but I have yet to decide on the most effective use of the air time.

Living conditions are no longer a problem since I have adopted the Tico attitude: ignore conditions you can't change and continue work as planned. At first I was appalled at the thought of taking on outdoor physical-education classes when I can count on one hand the rainless days since I arrived. Solution? Start the long, slow process of generating interest and gathering funds for a gym while continuing to do sit-ups and play volleyball and *futbol* in the rain.

When my heels got irretrievably stuck in the cracks between sagging floorboards as I taught a high-school class, I introduced the word for *shoes* and continued teaching in stocking feet.

Lack of materials is often more comic than frustrating. Once I couldn't find a picture of a telephone (there is no phone service in town). So I drew one—badly but faithfully—receiver, stand, and dial. I asked my class, "What's that?" They told me: "It's a *viejillo* (little old man)." On the next exam, designed to test negative answers, I showed the same picture and asked, "Is this a *viejillo?*" All the students allowed that it was a telephone, if I insisted.

Costa Rica Volunteers exchange similar reports of their work when they get together or meet at teachers' conferences. Paul Seidman (Flushing, N.Y.) is working with the ministry of Public Works and the entire community of Liberia to put a cement floor down in the gym. Sally Pringle (Kansas City, Mo.) is teaching gymnastics and English to elementary-school students in the capital, San Jose. Chuck Tadlock (Denver, Col.) is raising hamsters with his science club in San Isidro del General. Debbie Graff (Lake Forest, Ill.) and Suzanne Strayer (Shawnee Mission, Kan.) organized a school dance along the lines of a prom, complete with decorations including a replica of our nearby active volcano, Irazu.

Another important aspects of our work here is explaining and representing the North American way of life which is so greatly admired by Costa Ricans. I get few questions concerning Alabama's racial tension, but many on what I think of when I think of my country, and why I say that I am a United States citizen when my father was born in Mexico and my mother in Puerto Rico. Each Volunteer has different answers to the questions he is asked, and my Tico friends here want all of them.

HOME-ECONOMICS CLASS poses with teacher Elia Piedra (left) and Volunteer Anna Zentella, who teaches English at their school, Liceo San Carlos, at Ciudad Quesada, Costa Rica.

Volunteer Anna Zentella is from New York City. She is a Phi Beta Kappa, and she received her B.A. *(cum laude)* in Spanish from Hunter College in 1960. She has studied at Cite Universitaire in Paris, and she received an M.A. in Romance languages from Pennsylvania State University in 1962.

Co-op Tool Factory Makes Implements For India's Farms

Four Volunteers are working to bring about mass production—on a small scale—to a tool business they have created in the town of Bisauli, 100 miles east of New Delhi in the Indian state of Uttar Pradesh.

They are Glenn and Anne Elkins (North Tonawanda, N.Y.), Joe Pena (El Paso, Tex.), and John Stettler (Fountain City, Wis.). Not one had much exposure to machine-shop work before the Peace Corps. Anne Elkins is a nurse; her husband, Glenn, has an M.A. in history and was a high-school teacher. Joe worked in a gas station while in high school, and John graduated from college after majoring in agriculture.

Only Anne, who works part of each day in a government health clinic, is doing what she went to India to do. Their machine shop evolved when they discovered a need for tools and located an empty building in Bisauli, an agricultural center.

With the assistance of city and government authorities, they took over the building, rid it of pigeons, monkeys, and cattle, cleaned it, whitewashed it, electrified it, installed some machinery, and started to work.

They make chisels and other tools, but they are concentrating on a self-designed, hand-pushed farming implement with three attachments for tilling, weed-cutting, and harrowing.

CROWD OF CUSTOMERS surrounds John Stettler as he recites merits of multipurpose farm implement. Tools are made in factory at Bisauli, India, by Stettler and three other Volunteers.

To finance the project, the Volunteers formed a co-op and sold to Bisauli citizens more than 30 shares at 50 rupees (about $11) each.

They have two Indian helpers, paid by funds of the co-op, but they also have set up a training program in which they will teach four Indians every six weeks to repair farm equipment, bicycles, and other small machinery.

They plan to turn over the project to local citizens when their Peace Corps service ends.

Their shop has a forge, a drill press, an acetylene torch, and vises. Right now the Volunteers are seeking information for a screw press, which they need for cutting and forming metal.

They plan to build it themselves once they locate directions. Meanwhile, they have orders for two dozen cultivators.

Student Units Aid Peace Corps

(Continued from page 1)

pus organizations which assist the Peace Corps. About 50 of these are Peace Corps Clubs, formed to foster interest in the Peace Corps and to promote its cause on campus. The others are a mixed bag—international relations clubs, outing clubs, YMCA or YWCA groups, World Assembly of Youth chapters, Hillel or Newman clubs, fraternities or sororities—that have adopted the Peace Corps cause as related to their own. One organization, Alpha Phi Omega, the campus service fraternity, last year adopted the Peace Corps as a national project for its 276 chapters.

Often supplementing the work of the liaison officer, student support groups arrange for Peace Corps film showings, for panel discussions, for information distribution. Many of them keep busy answering questions: from liberal-arts students who erroneously think they need a specialty to join the Peace Corps (they are useful in many teaching jobs) or from graduate students who erroneously think their specialty restricts them from service (two dozen Volunteer lawyers are going this fall to serve in various legal positions in Africa).

One exceptionally active Peace Corps committee is at the University of Kansas. It has assisted Peace Corps trainees for the Costa Rica program (for which the university is Peace Corps overseas contractor). It recently held a regional Peace Corps conference and has undertaken a national survey of campus activities in behalf of the Peace Corps. The total effect of these activities has not been calculated, but 30 Kansas alumni are already serving as Volunteers.

At Berkeley, the University of California Peace Corps Committee provides speakers to talk on the Peace Corps before high schools and service clubs in the San Francisco Bay Area.

At Iowa State, the Peace Corps Committee had a display at the campus's annual International Festival, to which diplomats from the embassies of the Congo, Thailand, and Switzerland travelled from Washington to speak and appear on panels discussing world affairs.

Some committees have engaged in collection projects. Students at Hiram (O.) College collected for shipment to Africa a ton and a half of books for libraries of schools at which Volunteers are serving. At the University of New Hampshire, the Peace Corps Committee raised money for medical packets to send to an alumnus working with lepers in Bolivia.

Further Peace Corps effect on campuses is evidenced in curriculum planning for students who plan to apply for Peace Corps service or to seek other overseas employment.

Northwestern University was the first to issue a brochure showing course offerings aimed toward service in Africa, Latin America, and Asia.

The effect of Volunteers on campus life is likely to be even more profound as Volunteers return from service. Nearly 70 per cent of Volunteers surveyed indicate interest in further education.

Colleges seem eager to have them. For example, Ralph Smuckler, associate dean of international programs at Michigan State, calls Volunteers a new kind of national resource available to higher education—first as students and then as teachers.

Forty American colleges and universities have already offered some 200 scholarships and fellowships for returning Volunteers.

SKIN TEST for tuberculosis is examined by Volunteer Catherine Abitz, whose patient is an Aymara woman living on Bolivia's Altiplano.

LUNG TEST is conducted with stethoscope by Nancy Crawford at Penas. Both Volunteers wear heavy sweaters because clinic lacks heat.

2 Volunteers Treat Indians On Bolivia's Sky-High Plateau

By Carl A. Moore

Situated at El Alto, Bolivia, are Nancy Crawford and Catherine Abitz, the highest-living Volunteers in the Peace Corps—the altitude is 13,414 feet.

Last fall, Cathy (Schofield, Wis.) and Nancy (Rumford, R.I.) moved up from La Paz, Bolivia's principal city, to begin work at the Clinica Juan Chalco. La Paz, at 12,500 feet, is only about 1000 feet from El Alto, as the crow dives. But the two cities are eight miles apart by road.

Cathy and Nancy, working as practical nurses, took up residence at the clinic in order to assist the Bolivian doctor and nurses during the mornings, to carry on programs of inoculations and other public-health measures, and to be available for night emergency calls in El Alto.

The clinic has electricity most of the time, but water is very scarce in El Alto, and the clinic's supply has to be brought up in five-gallon cans. Water is used first for drinking and cooking, then for bathing, washing of clothes, mopping of floors, and finally flushing of toilets.

At that altitude, the weather is normally miserable, according to the criteria of most flat-landers. It may rain or snow or sleet in rotation—or all at the same time—at any hour of the day or night. During the rainy season that is called "summer," rain falls for days at a time. In fact, at this elevation, there is no summer. During the night a cloud often hovers over El Alto and settles into town. Some people call this cloud "evening fog" or "morning mist," but it may yield rain or snow.

Nancy and Cathy, the only Americans living in El Alto, have had their share of unusual experiences. One of their patients was a young man who had received a bad cut over one eye in a fight. When he went to the clinic after several days, the wound had become infected, threatening the sight of his eye. Nancy later remarked that she had dreaded, while in training in the States, to work on eyes, but that when the man arrived seeking treatment, she cleaned out the infection and dressed the wound, and when he recovered he had only a small scar. He offered in payment for the treatment 1000 bolivianos (about 8 cents).

In making house calls, Nancy and Cathy performed routine examinations, taught hygiene, and handled all kinds of cases from malnutrition to delivering babies. To communicate with their patients, they had to learn Aymara, an ancient and largely unwritten Indian tongue. Often they met "witch doctors," and in many instances were asked to leave the house of a sick person so the patient could be treated by the "witch doctor." In such event, they always left the house and informed the family of the sick person of their availability if the family wanted them to return.

On one occasion, the nurses were called by a friend to the house of a woman in labor. The girls took the woman to the clinic, where the doctor, anticipating a difficult delivery, advised them to take the woman to a hospital in La Paz. One girl related: "We were no more than two minutes down the hill from the clinic when our patient yelled that the baby had arrived—and there he was, a bouncing baby boy on the back seat of the Jeep."

After tending to mother and child and observing no difficulty, they took the patient home.

One of the nurses later said: "The family was so excited about the whole event that we were given the privilege of naming the baby. And what better name could be had than Willy—for the Willys Jeep in which he was born."

El Alto sits on the Altiplano, Bolivia's high, 500-mile-long plateau which lies between two ranges of the Andes. On the Altiplano live many of Bolivia's Indians, who make up about half the population of 3½ million.

About an hour and a half from El Alto (distance measured in travel time instead of miles because of the road conditions and the two rivers which must be forded) is the village of Peñas.

Peñas lacks medical facilities. When Nancy and Cathy visited, talked to the people, and saw the need, they decided to hold a weekly clinic on Sunday, normally their day off.

Down and Then Up

Each Sunday they drive to Peñas. They see about 50 patients, giving examinations and treatment for TB, parasites, infections, and malnutrition effects.

With the experience of starting at Peñas, Volunteers Abitz and Crawford have found three or four more outposts where their work is needed.

"We have left Clinica Juan Chalco, where things are quiet and in good hands, to go out to the *pueblocitos*, to the people who really need medical care," one of them said.

"The Altiplano lies at an average elevation of a little less than 13,400 feet. It is the home of most of the people of Bolivia. Public-health work is essential to the welfare of these people.

"We hope that through our efforts we can establish clinical outposts, treat the people, and train young Bolivians in public health and nursing so they can carry on this work after our tour of duty is completed."

Carl A. Moore received his B.S. from the University of Tulsa in 1936 and his Ph.D. in geology from the State University of Iowa in 1940. A geology professor at the University of Oklahoma, he is now the university's overseas representative with the Peace Corps in Bolivia. Representatives of universities and private organizations which have contracted to assist in Peace Corps projects serve in the field as technical and professional advisers to Volunteers and, in some cases, carry out other administrative duties.

UN-FAO Tunisia Program Gets Volunteer Help

In mid-May, 14 Volunteers skilled in dry-land farming, farm management, and farm-machinery maintenance, began duty with the United Nations Food & Agricultural Organization at two experimental farms and at two agricultural training schools in Tunisia.

In agricultural terms, "dry-land farming" refers to techniques adapted to areas of scant rainfall where irrigation is not in common use. Farming of this sort is practiced in the dry, central region of Tunisia where the Volunteers will work, though irrigation techniques are under study there.

With the assistance of FAO, the two farms are carrying out experiments to discover improved means of growing cereal and forage crops under arid conditions. On one of the two farms, at Sidi bou Sid, the work carried out by FAO has made several thousand acres of desert bloom. In one section of the farm previously considered unarable and able to support only a few camels and sheep, FAO experts have introduced an irrigation system and are growing grass and cereal crops on a paying basis. They have even experimented with a spineless desert cactus, showing that it can be cultivated to produce excellent fodder.

Although a good beginning has been made by FAO and the Tunisian Agricultural Ministry at the two farms, there has been a great need for men to keep agricultural machinery and sprinkler-irrigation systems working, and to teach Tunisian agricultural workers in these skills.

With the assistance of FAO, the two training schools are beginning to produce a cadre of Tunisian agricultural technicians, extension workers, and teachers. The Volunteers at the two schools are demonstrating and teaching methods of farm-machinery maintenance and repair, soil surveying, erosion control, and improved farm-management practices. At the FAO school at Djougar and its surrounding 2000-acre farm, two special eight-week training courses will be carried out this summer for 70 agricultural workers from Algeria and Morocco as well as for 80 Tunisian agricultural students. The Peace Corps Volunteers will both teach in classroom lectures and participate in field demonstrations for these summer courses.

The Tunisian project is the second one carried out by Peace Corps in cooperation with FAO. The first, in operation since last September, is an irrigation farming project in the Khustia area in the eastern province of Pakistan.

Both in Pakistan and Tunisia, Volunteers work under the technical direction of FAO experts in agricultural programs carried out jointly by FAO and the host government.

Also entering Tunisian service in May were 23 Volunteer nurses, who will assist in hospitals. Already serving in Tunisia are some 60 Volunteers engaged in road-equipment maintenance, housing design and construction, city planning, and physical education.

HAY BALER draws attention of Volunteers Jerry Kern (in hat) of Kenyon, Minn., and Tom Cleveland (behind Kern) of Deposit, N.Y., soon after their arrival at Djougar Agricultural School in Tunisia. At right is Max Girsperger, representative of UN Food & Agricultural Organization.

ALL WOOL AND A YARD LONG, a sheep at Sidi bou Rouis Agricultural School in Tunisia gets a professional hefting from Volunteer Mark Angeli as Ben Abda, farm manager, examines the head. Angeli, of Iron Mountain, Mich., will teach farm management to boys attending school.

New Book on Peace Corps

The Peace Corps, a new Paperback Library book being nationally distributed, presents a broad summary of the achievements and frustrations Volunteers have met during the agency's first two years.

Compiled from the reports of Volunteers, the text was written by Glenn D. Kittler, an author and a former editor of *Coronet.* The book contains an introduction by Peace Corps Director Sargent Shriver and more than 100 photographs of Peace Corps activities. The price is 50 cents.

Volunteer Barbara Lorimer (Portland, Ore.) has a B.A. in history from Boston University and a B.S. in nursing from the University of Portland, Ore. She is working as a nurse at Tambunan, in the foothills southwest of North Borneo's 13,455-foot peak, Kinabalu.

NORTH BORNEO

By Barbara Lorimer

I was tired today. True, the sun blazed and the sweat ran in rivulets down my legs, arms, and face. But that is not why I was tired. It was the throbbing of the gongs all night. They sounded like drums, actually. And then, the lengths of bamboo that were filled with kerosene and lit—they sounded like cannon.

You have to work fast in this tropical heat. Yesterday Ingkap died. Not really enough time for the pacification of the spirit before it is time for the burial. And if the spirit is not pacified it tends to make trouble instead of settling down with the other spirits on Mount Kinabalu. So, of course, the gongs had to be beaten all night to induce Ingkap's spirit to depart. No help for that.

Naturally, I was tired when I arrived at clinic this morning, but so were Cecelia and Johanna, the Dusun Rural Health Nurses with whom I work. After all, Ingkap's *kampong* is nearby—the village is just over the hill from where we live.

Clinic lasted from 8 to noon. As usual, every other child had measles, chicken pox, or mumps. We are grateful that it's not smallpox, cholera, or typhus.

In the afternoon we packed my faded old knapsack with drugs and dressings and jumped into the rattly UNICEF Land Rover to visit the *kampong*.

Ah Kong, the driver, maneuvered the old bus skillfully over the bumpy road and through four streams, all the while singing loudly his repertoire of Malayan songs. In the middle of the *kampong* he stopped the Land Rover and we all spilled out.

Squatting on the porch of a bamboo hut by the roadside were two women. One of the women was very old. In her hands she was holding a long *parang*—a heavy knife—before her. On the blade of the *parang* sat a gob of cooked pork.

A younger woman was beside her. She was holding high a bowl of Chinese design in which there was more of the meat. They were chanting—the older woman in a husky monotone, the younger in a more tuneful way.

Except for the long headdress of the older woman, they both were wearing ordinary *kampong* costume. They had on ankle-length black sarongs — knotted around their middles—and long-sleeved black overblouses held together in front with safety pins. The older woman wore a grey-and-black-striped veil-like head covering which reached down to the small of the back, and the younger woman had a towel loosely wrapped turban-fashion around her head. They were barefoot.

"Priestess, Celia?" I asked one of my co-workers.

"Yes. The younger woman is learning. Somebody must be sick."

"Would you ask permission to enter?"

The priestess and the neophyte did not cease their chanting, and the rheumy eyes

LONGHOUSE in the *kampong* of Pichin is a maze of walkways, stairways, and handrails. Raised buildings and walkways keep Dyaks off soggy ground. Chickens and pigs scavenge below for scraps sifting through floor.

PREPARING THEIR GARDEN, young men and women of 4-H Club in the *kampong* of Rayan dig up the soil with *changkols,* which function as hoes and shovels, before planting a variety of vegetables in their watery plot.

JUNGLE COOKERY is the attraction as these onlookers await a feast of roasted deer meat, provided by a 4-H Club member with a gun and a sharp eye. Volunteer Gary McMurry (Longview, Wash.) works with 4-H in Bunan.

of the old woman followed us intently.

"She says it's all right. We can go in."

We climbed the ladder to the porch.

Next to the door a blackened, dried tortoise was affixed at eye level.

Inside, squatting on the floor were eight adults and numerous children.

After exchanging greetings, we were asked to sit, and we took our places on the floor.

"*Siapa sakit?*" I asked. "Who is sick?"

They looked at me blankly. Celia then entered into long conversation with the inhabitants.

"I am wrong, sister. No one is sick. But one of these people has had a very bad dream. So they called in the priestess."

"How long has she been here?"

"This is now the second day."

"Has she been praying all this time?"

"Yes."

An old man portioned out meat from the slaughtered pig onto leaves, which serve here as plates. There must have been at least 30 portions.

"These are for their friends," explained Johanna.

A bowl of pork was placed before us and a woman thrust a ball of rice wrapped in a leaf into my hand. She was beaming.

Bamboo containers filled with *tapai*, a rice beer, were handed us. We took a few sips. To refuse is insulting.

When we finished, we did some minor treatments—everybody wanted bandages, injections, or eye drops—and took our leave.

"*Slamat tinggal,*" we said.

"*Slamat jalan,*" they said.

Both expressions mean *goodbye*. The first is said to those staying, the second to those departing.

The priestess and her pupil continued their chanting as we passed them and climbed down the ladder.

Who Was Who

The door of the next house was closed.

"Ahman! . . . Ahman!" we called.

A child opened the door. Three or four more children were playing in the darkened interior. There were no windows.

When our eyes became accustomed to the darkness, we noticed an old man sitting next to the earthen hearth. A pot sat on a three-legged stand above cold ashes.

He greeted us gloomily and in answer to our questions said a charm had been cast on him by an enemy and now he could not straighten his legs. We left him some medicine and suggested that he would be more comfortable as a patient at the *rumah sakit*. He shook his head morosely, resigned to his fate. He knows better. It is useless to talk.

Slowly we progressed through the village. After a time, an old woman came running up. There was a very sick child, she said, across the road. I followed her. A child about three years old lay on the floor in a corner of a house.

The woman was right: the child was dying. The expiratory grunt betokened pneumonia.

By this time Ah Kong had backed the Land Rover up to the house, and we hastily wrapped the child in a shawl and headed for the car.

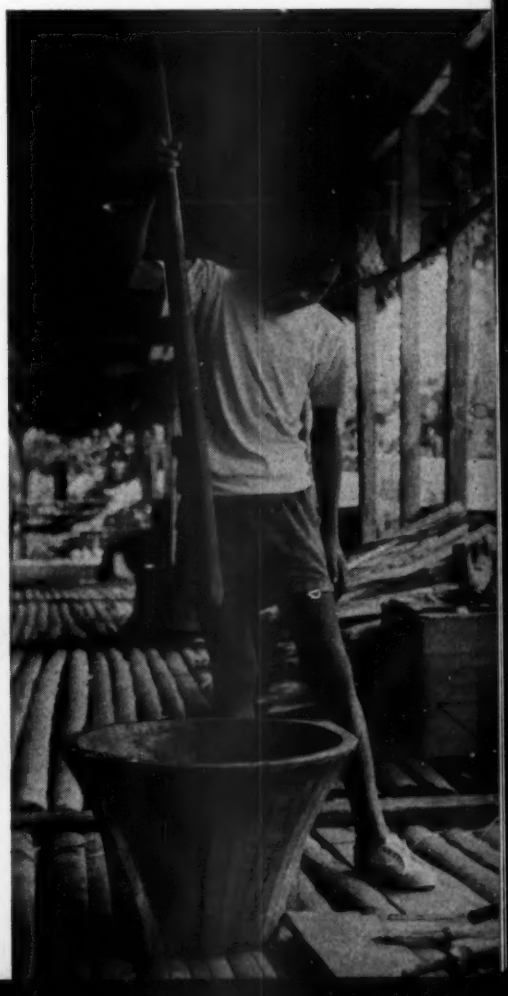
"Why in the world didn't they take the child to the hospital?" I asked Celia.

"They had the priestess in, and she prayed for two days. The child then got better, but two days ago she worsened," Celia explained.

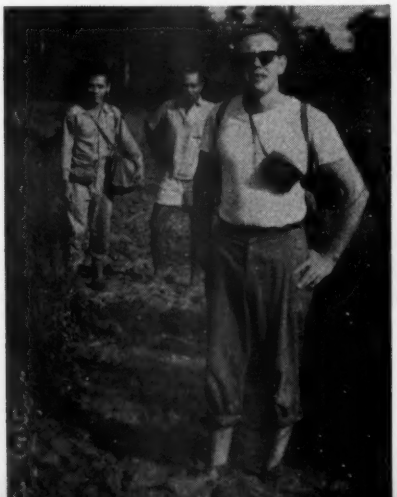
Everybody was quiet as we bumped back down the road to the hospital.

SARAWAK

North Borneo and Sarawak are Britisr colonies occupying the northern tip and the northwestern coast of Borneo, the third-largest island in the world. Some 90 Volunteers serve in the two colonies: teachers, surveyors, nurses and other health specialists, 4-H and agricultural-extension workers. Some Volunteers work among the Dyaks, who make up a large share of the island's people. Many Dyaks still live in ancient tribal ways, occupying longhouses, communal wooden dwellings that may house from a few to a hundred families.



POUNDING RICE in the traditional way, boy on longhouse veranda hammers wooden pestle into mortar cut from a log. Below, Volunteer Arvid Miller (Moose Lake, Minn.), en route to *kampong* Taii with agriculture-extension workers, pauses to pose, gym shoes hidden by mud. In Borneo's rainy season most of six-mile path is similarly soupy.



Volunteer Leader David Scott Palmer of Melrose, Mass., received a B.A. in international relations from Dartmouth and received an M.A. in Latin American studies from Stanford in 1962. He has also attended Universidad de Chile and Universidad de la Republica in Montevideo, Uruguay. He is stationed in Ayacucho, Peru, working on the National School Feeding Plan.

By David Scott Palmer

Peru is presently the largest Peace Corps program in Latin America and the second-largest in the world. About 120 Volunteers have arrived in recent weeks bringing the total to 285. Several score more are due to come this year.

Contrary to the popular image back home of the Volunteer as a lonely person in a remote village, many of the Volunteers now in Peru are in the two largest cities, Lima (51 Volunteers) and Arequipa (51). Chimbote claims another 25, and several dozen are scattered in the urban areas of Piura, Cajamarca, Trujillo, Huancayo, and Ayacucho. Only in the departments (states) of Cuzco (19 Volunteers), Puno (13), and Ancash (12) does this popular image of the rural Volunteer partially coincide with reality. In Puno and Cuzco are found most of the Volunteers connected with the National Plan for the Integration of the Indian Population, many of whom work alone or in pairs in isolated areas.

The Volunteers' specialties reflect the strong urban orientation of the Peru group. About 125 are assisting in urban development as construction workers, plasterers, plumbers, electricians, home economists, etc.; and most of them work for the National Housing Administration (*Junta Nacional de Vivienda*). Another 100 are assigned—mainly in scattered rural areas—to the National School Feeding Plan (*Plan Nacional de Alimentación Escolar*), a Peruvian entity set up in co-operation with the U.S. Food for Peace program to supervise the distribution and preparation of American and Peruvian foods in primary schools. Fifteen more are teaching in the country's universities; seven work in the extensive Credit Co-operative system, and 22 do savings-and-loan work.

Some 50 new Volunteers will be assigned to urban development in coastal cities. About 20 ceramists, weavers, and other artisans will work in rural areas to promote better techniques and organization in the country's already flourishing home-handicraft industry.

Some of the Volunteers here are doing a better job than others. The reasons are obvious: more initiative, better language aptitude, fewer problems of adjustment to a new environment, better co-operation from their supervising Peruvian institutions or their co-workers. But, nine months—the longest period any Volunteer has been in the country—is not long enough to reach conclusions about the Peace Corps contribution to progress in Peru. A closer look at the work of Volunteers can provide a better idea of the contribution made thus far. It should also emphasize the tremendous effort still required before "permanent impact" can be achieved.

The urban-development Volunteers [see story beginning on page 16] are distributed as follows: Lima, 51; Arequipa, 51; Chimbote, 25; Piura, seven; and Ica, two. In both Lima and Chimbote many of the Volunteers first lived together in facilities they built. This practice is

Peru Facts

Peru is almost twice the size of Texas and has a population of about 11 million. Here the Andes reach 22,205 feet (Mount Huascaran). Ten other peaks tower above 20,000 feet. Inca and prehistoric remains, notably at Cuzco and at nearby Machu Picchu, make Peru fascinating to archaeologists. Cuzco was the seat of the ancient Inca Empire until Francisco Pizarro's conquest in 1532, after which he established Lima, the present capital. Lima was held for nearly three centuries by Spanish viceroys before Peru's independence was recognized in 1824. About 47 per cent of the population is Indian and most of the remainder is mestizo or white, mostly of Spanish descent, with a small percentage of Negroes, Chinese, and Japanese. Spanish is the official language, but many Indians speak ancient tongues: Quechua or Aymara.

PERU

WASH DAY in a *barriada*, a suburban squatter settlement, sees Carol Ward (Miami, Fla.), a medical technician, cleaning up children and tending ailments.

TILTED LANDSCAPE is characteristic of mountainous Peru. Here Volunteer Michael Manetsch (Yakima, Wash.) looks across a canyon to an irrigation ditch (horizontal slash in hillside) he helped to build in Indian community of Cuyo Chico, near city of Cuzco in southern Peru.

gradually being abandoned. Too many Americans in too close quarters leads to a stifling of individual initiative. In Lima, activities center in two of the city's many *barriadas* (squatter settlements): San Martin de Porras and Pampa de Comas, while in Chimbote efforts to date have been concentrated in only one *barriada,* Carmen. The Volunteers are scattered over several *barriadas* in Arequipa.

Our men Volunteers, for the most part, work on construction, principally in projects like community centers and self-help housing.

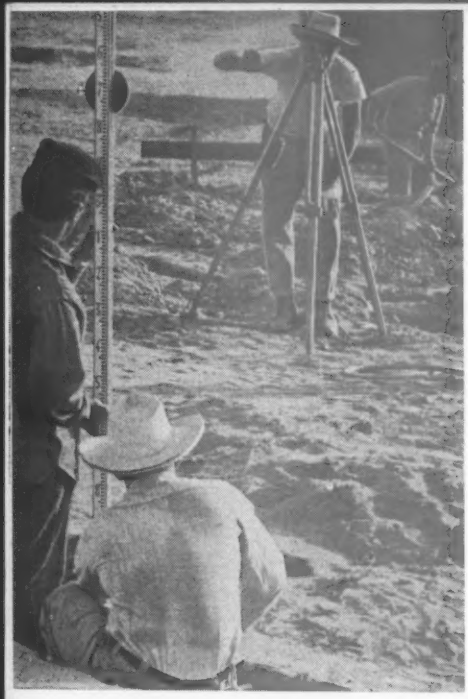
In Comas, for example, a six-man team is helping to put up a sports center for the *barriada.* The work has gone more slowly than the Volunteers had hoped, in part because they have received less assistance from authorities than they had expected.

Women Volunteers, like the four in Chimbote, run kindergartens, give literacy classes, and make door-to-door surveys of housing needs. In Comas, the women Volunteers have organized girls' clubs, a handicraft class, and a cooking class; they teach English in the school; and they work with the Comas clinic.

The nutrition program of 100 Volunteers is dispersed through 15 cities—

Urban-development and national school-feeding projects occupy most Volunteers, but a few work to assist Andean Indians in march to modernity.

COMMUNITY ACTION sees three Peruvian boys on vacation from school giving a hand to Volunteer Gerald Neff (Greenville, O.) as he unloads gravel from a truck. Neff and two dozen other Volunteers work in community action in *barriada* of city of Chimbote.



LEVELLING UP, Bob Font (at transit) of Waterbury, Conn., works with Bob Ross of Fort Dodge, Kan., and T. H. Little of Palm Beach, Fla., on foundation ditches for building in Chimbote. John Owen (background) of Portland, Ore., works in a ditch with a shovel.

almost all to which the National School Feeding Plan has extended its activities.

The aim of the plan is eventually to feed all primary-school children in Peru, to foster parent co-operation and local group action, and to improve school attendance. The United States donates powdered milk, corn meal, and shortening, and the Peruvian government provides the administrative framework, utensils for preparation, and Peruvian food products: sugar, cocoa, and wheat. Teachers in each school are expected to control cooking and serving. The parents' organizations, in turn, donate money to buy cooking fuel and donate time to help in preparing the hot chocolate milk and *mazamorra* (corn-meal mush).

Help Local Officials

The Volunteers in nutrition work are assigned to help local officials make the program go smoothly. In Ayacucho, where the plan is just getting under way (it began in Lima, Arequipa, and other cities last year), the situation is probably typical of the plan's functioning. One Volunteer, Margaret Hawxhurst (Rifle, Col.), is assigned full-time to the feeding program at present. Three Volunteer instructors in the city will help out until the program settles down. Then Margaret hopes to organize local 4-H Clubs, as well as to help out in a proposed community center in the *barrio* of Magdalena.

Volunteers should make daily visits to their local schools to sample milk, inspect books, check hygiene, and help resolve such problems as lack of equipment or of parental co-operation. In some cases, they may try to convince teachers of the value of the plan, which is not compulsory. One school director decided to feed his students only after several visits by a determined Volunteer. Volunteers attend parent-teacher meetings at the schools to explain the feeding plan and to solicit parental collaboration. Saturday afternoons they can help fathers or schoolboys who want to improve the cooking facilities. Not long ago, for example, at a school where the food was customarily prepared on the open ground, a group of students refurbished an old storeroom for use as a kitchen. They brightened the walls with paint bought from the monthly parent donation (which varies between 50 centavos and two soles—about 2¢ to 7¢—per family) and installed several tables and benches made from discarded school desks. At the same time, Volunteer George Irvin (Shaker Heights, O.) was helping fathers who had agreed to build an outdoor cement-and-stone fireplace at their daughters' school.

The organization of the feeding program varies from location to location, as do the responsibilities of the Volunteers. In Lima and Cuzco, for example, central kitchens service large numbers of nearby schools each morning. One Volunteer, Bill Fitzpatrick (Hartford, Conn.), ex-owner and chef of a now-confiscated restaurant in Havana, has been supervising the Lima kitchen. He recently refused an offer to take on the lucrative post of director and chief cook of the kitchen. To take it, he would have had to resign from the Peace Corps.

The Volunteers working for the National Plan for the Integration of the Indian Population (PNIPA) are distributed over several areas and have diverse specialties and jobs. As the name of their organization indicates, the Volunteers are engaged in a program to move Peru's five million Indians, who make up about half the population, into the mainstream of Peruvian development. At present, some 40 Volunteers are working in three departments: Ancash, Puno, and Cuzco. Among the group are a half-dozen farmers, three or four nurses, and one or more literacy instructors, auto mechanics, welders, carpenters, social workers, and anthropologists.

The community of Vicos, Ancash, has been made famous in recent years by the Cornell University experiment in applied anthropology-community development [see story beginning on page 13]. Eight Volunteers are now stationed in and near Vicos. Unlike their fellow PNIPA Volunteers in Cuzco and Puno, these share communal facilities. The women are teaching primary school, providing nursing facilities, and supervising sewing and cooking classes. The men have been vaccinating swine and cattle and carrying on experiments to improve potato crops.

Volunteers teaching in Peru's universities—15 in all—were few in number at first; by the beginning of this academic year, however, the group has been augmented considerably. At present there are three Volunteers instructing at the University of the Center in Huancayo, two at the provincial University of Cajamarca, one at the National Engineering University in Lima, two in Arequipa, three at the University of San Cristobal de Huamanga in Ayacucho, two at the University of Cuzco, two at the University of Trujillo, three at the University of Piura, and one at the University of the Altiplano in Puno, and one in Chimbote.

Experimental Group

The Ayacucho group was the first to teach, serving, as it were, as an experiment to test the feasibility of filling requests for Volunteers at other universities in Peru.

The University of Huamanga requested English teachers, which meant helping the two overworked teachers already on the staff to introduce a new method and, in effect, to reorganize the whole program. After finishing the 1962 academic year with the cumbersome translation approach in crowded classes, they began an experiment with a modern oral method in a six-week summer course. About 50 students were expected. More than 100 students and townspeople enrolled, and two more Volunteers were needed as temporary instructors. The university was sufficiently satisfied by the method's success to permit its adoption for the 1963 academic year.

The Volunteers are presently teaching an average of 17 hours of class per week to 400 students (of 550 at the university) and to professors, as well as to the university's evening adult institute. Extra-university activities have increased rapidly and are extremely varied—from obtaining scholarship information and answering student questions about the United States to coaching basketball, volunteering at the understaffed hospital, forming a drug co-operative, and teaching literacy classes. Besides they are giving a push to the School Feeding Program.

Volunteers in other universities have not been idle, either. The two at Cajamarca have managed to keep their English classes going in spite of student disturbances. In Arequipa, 64-year-old Jesse Johns (Lincoln, Ill.), for 14 years the chief control chemist in a Stateside cosmetic plant, is teaching university chemistry part-time, in addition to working with his wife in the *barriada* Alta Selva Alegre. Two young women, Mabel West (Phoenix, Ariz.), and Priscilla Helm (Reseda, Cal.), left San

Martin de Porras in Lima to reorganize the library of the University of the Center in Huancayo during summer vacation. They have stayed on to teach university courses in sociology, psychology, and English. In Lima, Dave Goetzinger (Van Nuys, Cal.), a recent master's-degree graduate in mechanical engineering at the University of Idaho, wanted to work within his specialty. He began going on his own time to the National Engineering University and is now there with a full-time job in engineering research.

Most of those Volunteers working for the credit co-operatives are assigned to Lima. They do, however, make regular trips to outlying towns to check the functioning of existing co-operatives and associations and to set up new ones. The purpose is to induce regular savings by the Peruvian citizen, and to provide a source of loans at reasonable interest rates. The co-operatives have the additional function of fostering grass-roots democracy through the election of the officers who run their affairs without pay.

Unlike the savings-and-loan associations, which some Volunteers have been helping to build from scratch, the co-op movement was already under way here when Volunteers arrived. A principal task of the Volunteers has been to stimulate more efficient operation and especially to improve relations between the Central Federation and the nearly 300 local co-ops scattered throughout the country. Melissa Moore (Redlands, Cal.), a widow and an accountant who lived for many years in Mexico, is putting the books into shape at the Federation's central office as chief accountant. She is helped by Bob Rupley (Orinda, Cal.), a graduate in economics from the University of California at Berkeley, who also makes regular trouble-shooting visits to other areas.

The Uses of Credit

Volunteers in savings-and-loan work are assisting the Fondo Nacional para Vivienda (an agency corresponding to the Home Loan Bank) in establishing regional savings-and-loan associations. These associations will for the first time make credit available to low-income families for housing constructions.

In many situations in Peru these first nine months of the Peace Corps' program have been devoted to winning the confidence of co-workers and townspeople. A few Volunteers have been unable to cope with the frustrations of the initial adjustment period and have resigned. A few others have returned to the U.S. for medical reasons. Very few look upon the Peace Corps as a vehicle for personal advancement without considering the obligations and responsibilities of service. Most have had the forbearance to overcome the first months' hurdles of getting used to a new culture, learning to speak a new language (and, in some cases, two languages), and finding where and how they could do the most effective job.

On the whole the great majority of Volunteers feel that within the 21 months they will serve in Peru they can make significant contributions. Whether these contributions will be large enough and quick enough to meet Peru's acute needs is hard to say; that they are a significant and worthwhile U.S. investment is unquestionable.

20th Century Is Dawning in the Andes

Paul Doughty received his B.A. from Ursinus College in Collegeville, Pa., in 1952. He has done graduate study in sociology and anthropology at the University of Pennsylvania, received his Ph.D. at Cornell, having spent 19 months in the highlands of Peru in 1960-61 doing research for his doctoral dissertation. In the summer of 1962 he was on the staff of the Peace Corps-Peru training program at Cornell, and is now in Peru as a Peace Corps research associate.

By Paul Doughty

At altitudes above 10,000 feet, 30 Volunteers have for the past nine months been working with Peru's National Plan for the Integration of the Indian Population (PNIPA).

These Volunteers contend with one of Peru's most severe social and economic problems: the primitive living conditions of Indian peasants who make up about half the country's population.

By centuries-old tradition, the Indian *campesino* for three days of each week worked on his landlord's farm without pay; the remaining four days he worked for himself, tilling his own steep acreage.

Some 12 years ago, Cornell University, with the co-operation of the Peruvian government, started an experiment in the remote community of Vicos, Ancash, to see if the Indian could be assimilated into modern society.

Cornell rented a hacienda from a landholder and worked the land with Indians and modern methods on a co-operative basis. Farm production doubled the first year, doubled again the next year, and after five years doubled again—a record which Cornell attributes to the Indians' realization that they were working in their own interests.

Vicos now produces sufficient food for use itself and for sale outside, an enterprise which will yield over the next 10 years enough money to buy the hacienda.

All the Volunteers who have been working with PNIPA are engaged in the states of Ancash, Cuzco, and Puno in a wide variety of tasks with the Indians. The Volunteers' situation is not easy. They are stationed in remote villages among people who do not even speak Spanish, the national language. (The Indians speak Quechua or Aymara, both ancient tongues dating back to the Incas.) Now, after nine months of solid but frustrating experiences in the field, the Volunteers are seeing some of their work bear fruit.

At Vicos, Cornell's experiment now is operated by PNIPA, but Cornell still retains a hand in the project through

CUP OF WATER goes into dish prepared for group of Indian women as Volunteer Susan Smith Vogelgesang conducts cooking class at Taraco, near Lake Titicaca. Susan, along with husband and other Volunteers, is working in Peru's program to modernize lives of Indian population.

STITCHING MYSTERIES of sewing machine are explained to Indian women by Volunteer Dolores Aguayo (left) of Kearns, Utah, at a sewing class near Cuzco. Dolores, who taught in U.S., now is teaching school.

ANTISEPTIC TOUCH is applied to girl's head by Michael Bemis (Aledo, Ill.), who works as health aide around Cuzco. As a boy, Michael lived in Peru for 14 years. On his own, he has worked in hospitals there.

a Peace Corps contract under which the university does research and administrative work.

The Volunteers now work among the 2500 Indians, whose ancestors lived on the hacienda for centuries as serfs. Volunteers Bob Roberts (Lafayette, Cal.) and Sally Knack (Tulsa, Okla.) are forming a credit co-operative and are teaching several Vicosinos the accounting procedures they will need to manage the community's growing farm-and-business operations. In addition, Bob has acted as adviser and chief stimulus to the Vicosinos in buying a neighboring hacienda and renting out the thermal baths on it.

Five of the other Volunteers at Vicos —Sandra Sacia (West Bend, Wis.), Judith De Lapp (Neenah, Wis.), Betty Jansen (White Plains, N.Y.), Joe Weldon (Austin, Minn.), and Peter Jay (Havre de Grace, Md.)—will assist in developing a tourist center to provide additional income for Vicos.

Betty Jansen is teaching kindergarten-first grade in a new school where she is the only teacher for 25 Quechua-speaking children. Joe and Pete are continuing their work in agriculture and Ruby Masterson (Prineville, Ore.), a veteran in nursing fields, is operating a busy clinic.

The program in Cuzco is at a small Indian community called Cuyo Chico. Here, the Volunteers are occupied much as they are in Vicos. They have no thermal baths, but they do have the project of resettling a small village. This work is under Michael Manetsch (Yakima, Wash.), who with Frank Billman (Akron, O.) is helping to build an irrigation canal to open new land to cultivation and pave the way for a hydroelectric-power installation. The U.S. Agency for International Development has assisted in the project by supplying the community with a portable jack hammer.

Dolores Aguayo (Kearns, Utah) has taught sewing and is now teaching third grade at the Cuyo Chico School. She hopes to prepare her students well enough so that they can finish primary school in the nearby district capital. Michael Bemis (Aledo, Ill.) and Roger Lyons (Hillside, N.J.) have developed a medical post in Cuyo Chico from which, with the PNIPA doctor, they serve the people of several Indian communities.

Carolyn Catania (Bronxville, N.Y.) is working as anthropological assistant to PNIPA's director, Dr. Oscar Nuñez del Prado, and is also teaching anthropology in the University of Cuzco under his supervision. Ken Witte (De Smet, S.D.) has helped the Indians build or repair houses, taught carpentry, and built a sheep-dip tank or two in neighboring communities.

Difficult Start

The Volunteers in Puno had a difficult start but they are gathering momentum. Paul and Sue Smith Vogelgesang (a Peace Corps romance and marriage), of Canton, O., and St. Charles, Ill., respectively, are developing a program of agriculture and home economics in collaboration with PNIPA on the shores of Lake Titicaca, around Taraco.

Ralph Bolton (Schaefferstown, Pa.) who lives in Jatun Ayllu, is busy conducting literacy classes to 150 adults in his area, organizing a co-operative, advising a farmer's union group, teaching an anthropology course at the School of Social Work in the City of Puno, and conducting anthropological studies for PNIPA.

In Taraco, Puno, Walt Vande Veegaete (Powell, Wyo.) is teaching part-time in the vocational school jointly sponsored by the International Labor Organization and by PNIPA, just as Don Johnson (Wichita Falls, Tex.) has been doing in another school near Ilave. Moreover, the two Volunteers are developing a $15 windmill, which may prove a contribution of great significance in an area often smitten by severe drought and crop failure. Dan and Barbara Bauer (Redwood City, Cal.) are stationed in Chucuito, Puno, where Dan is teaching mechanics at a vocational school and Barbara is conducting home-economics classes around the districts with the help of the PNIPA social worker.

Despite the poverty and need existing among the Indians of these three areas, the Volunteers at first found themselves with little to do. They seemed often to be waiting for the PNIPA Jeep to arrive with the agronomist or social worker—their co-workers—to begin the day's work. If this was not the problem, then there was a lack of money for cement or other needed supplies.

Frustrations ran high in the first months; indeed the confrontation with a complex bureaucracy of a highly centralized governmental system in a country lacking adequate communications led many Volunteers to the brink of despair. This is a point from which most Volunteers have safely withdrawn, much the wiser for their experiences.

As one prominent Peruvian put it, "You will learn that *underdevelopment* means not just that the Indian is poor; the term applies to every level of our society. That's one of the basic reasons you are here."

That we are, and we are learning.

HOME VISIT takes Volunteer Elizabeth Burnham (Scotia, N.Y.) to see Indian godchild at Vicos, where she once worked. Miss Burnham, 68, has years of YWCA service in U.S. and in Chile, Italy, Turkey, and India.

INSTALLING ROOF, Ken Hurst (Baton Rouge, La.) works with Indian boy to fix kitchen wing. Hurst and his wife, Hilary, both of whom worked with Indians at Vicos, lived in adobe hut at about 12,000 feet.

CITY CONFERENCE brings Volunteers into Cuzco to discuss their work. Visible are Richard Wangsgard (left) of Pacific Palisades, Cal., Sharon Moore of Fort Walton Beach, Fla., Michael Aguirre of San Francisco, Cal., John Chiarella of Warren, O., and Associate Representative Dan Sharp.

PADDLEWHEEL WINDMILL to pump water gets a onceover by co-builder Walter Vande Veegaete (left) and two Peruvians. Vande Veegaete and Don Johnson built windmill for $15. Windmill's "sails" are reed mats.

METAL SHOP is classroom for Volunteer Dan Bauer, who teaches Indian boys at a vocational school at Chucuito, on Lake Titicaca. Here students are putting the finishing touches on buckets they have made.

'She Must Walk . . .'

Volunteer Bob Roberts is from Lafayette, Cal. He has a B.A. in political science from Stanford and an M.B.A. in international economics from Columbia. He is working with the Indians at Vicos, setting up an accounting system.

By Bob Roberts

When we first met Rosa Gonzales, an Indian girl, she was seven. Like most girls in Vicos, she lived in a crude adobe hut and spoke Quechua. Rosa was alert and bright and very much wanted to go to school. Unfortunately, however, she was crippled as a baby and could move about only like a wounded animal, on all fours.

On several occasions doctors passing by took a moment to examine Rosa. Their diagnoses of the problem varied, but the prescribed treatment was always the same: "Sorry, but she'll need a series of operations in Lima." For an Andean Indian an appointment on an operating table in Lima is a million light years away.

We Volunteers hadn't been in Vicos very long when Rosa's plight came to our attention. We had seen her creeping about and had felt sorry for her, but then there's so much to feel sorry for around here that you learn to steel yourself against emotional reactions. Then one day, an old man with one leg hobbled into my room. He was Hilario Gonzales, Rosa's father. Somehow he had heard that the gringos had a hospital ship called *Hope* down near the port of Trujillo. Could we help get his Rosa to this ship?

From some *Hope* doctors who had been vacationing in the area we knew that the ship could treat Rosa, but we also knew that the ship had been deluged with cases. Moreover, it seemed hardly likely that there was time for any lengthy series of operations, for the *Hope* was to leave within two months. Logic seems rather senseless at times, and this was one such time. In one quick moment I agreed to go down to Trujillo to investigate.

14 Hours of Dust, Ruts

The trip was 14 hours of dust and ruts on an unpaved road. Arriving in Trujillo late New Year's Eve, I thought that perhaps with a bit of judicious bar-hopping I might find one of the doctors from the *Hope* and cement an inside contact before actually boarding. No such luck—there was not a sign of a gringo doctor.

The next morning, New Year's Day, dawned gray and grim. The town was dampened by a cold fog, which chilled my spirit, too. I was being pretty pessimistic about the whole enterprise as my Jeep rounded a large sand dune and the ship came into view for the first time, looming out of the gray, murky fusion of water and fog. There she stood: very large, very white, with the word *Hope* emblazoned on her hull. This in itself was a bit reassuring.

But two hours later after talking to five doctors and receiving five very polite statements: "No, we're so far behind that we can't even possibly look at her," the gray mood settled back. I had built our proposal around the argument that Rosa's case might well be medically interesting from a teaching viewpoint, as the *Hope's* primary objective was to pass on new medical techniques and knowledge to the staff of the University of Trujillo Medical School. For one last-ditch try I thought we'd take it to the top; the chief of staff. Dr. Bloom pulled slowly on his pipe as I made my proposal. Then he looked up, cut me off: "Well, hell, we at least owe her an examination . . . but I seriously doubt if we can do anything about it. Go ahead, bring her down; I'll fix it up with one of the orthopedic surgeons."

Our foot was in the door. Three days later we carried Rosa up the gangplank. We had to wait a couple of hours for the examining doctor to finish in surgery. When he came out, he ushered us into a makeshift examining room where Chief of Staff Bloom was also waiting. For the next 10 minutes no one spoke as the surgeon stretched, pulled, and tested Rosa's twisted legs. Finally Bloom broke the silence:

"What do you make of it?"

"Very interesting case . . . polio."

"What do you recommend?"

"I'd like to take it on . . . fix her up."

"If you want, I'll see if we can't get her admitted."

Our burst of joy at hearing this statement made Rosa smile even though she could understand not a word of what had gone on. But the same channels which had politely told me "no" on New Year's Day were the ones through which we now had to travel to have Rosa admitted. Sure enough, chiefs of staff and surgeons notwithstanding, the admitting office, pointing to the *Hope's* backlog of 60 operations, simply refused to consider the case. Even though we had no right to expect more, the decision not to admit Rosa was a bitter pill.

Down and Then Up

Yet, just then when our emotional roller-coaster was taking the final dip, the orthopedic surgeon who had done the examining came up and offered to perform the operations in his spare time if we could arrange for a bed and operating facilities in the Trujillo hospital. This offer spurred us in search of a Peruvian, Dr. Canales, who could arrange all this. Although we interrupted him at mealtime at home, Dr. Canales was instantly cordial and interested. He watched Rosa drag herself twice across his living-room floor and then turned to us and said: "Yes, these are the people we must help. She must walk. Leave it to me . . . I'll arrange everything."

With no small feeling of pride, we later ducked into the adobe hut of Hilario Gonzales to tell him that thanks to a young gringo surgeon and his Peruvian co-worker, Rosa would soon have her surgery and, we hoped, in time learn to walk.

City Jobs Yield Profit In Experience

William Mangin received a B.A. from Syracuse University and a Ph. D. in anthropology from Yale. He now is on leave from the faculty of Syracuse University and is serving as Deputy Peace Corps Representative in Peru.

By William Mangin

About 90 Volunteers in Peru have been working in recent months in urban-development programs in three major cities, Lima, Chimbote, and Arequipa. (About 125 are now assigned to this work.) These first Volunteers were originally programmed to work with two housing agencies of the Peruvian government. The agencies have now merged, but conflict between the old factions goes on. The plan was for the Volunteers to work in a mutual-aid housing program in the three cities. Houses were to be built by people using loans from the International Development Bank and a direct grant from the U.S. Agency for International Development. The loans and the grant were made, but the program is still, two years later, in the planning stage.

The Volunteers, feeling that they could not wait two years longer, have found things to do in the same suburban squatter settlements where the program was to have been realized, but in work that is largely independent of the official agencies.

The experience of our first six months should serve future urban groups well. The period has not, however, been particularly pleasant for the Volunteers. In Chimbote and in Comas, a squatter settlement of Lima, we have undertaken ambitious construction projects which neither the Volunteers nor the staff would approve again. The buildings have been useful in developing construction skills but they have also served

as a barrier between the Volunteers and the community. The buildings, now completed and most impressive, are to be used as community centers, and we hope that the time spent in construction will prove its worth when the buildings become active settlement houses.

Both the men and the women Volunteers in Lima and Chimbote have plans for the buildings, and the community organizations with which the Volunteers work will use the buildings for meetings and classes. Originally the buildings were to go up in about six weeks and were to serve as Peace Corps' housing. The great majority of the Volunteers have long since found other quarters in the settlements and don't plan to live in the new buildings.

In San Martin, another squatter settlement, or *barriada*, of Lima, the Volunteers have done some construction work on houses financed by the residents themselves. They have also begun a nursery school.

In Arequipa, the Volunteers found no agency programs and have had to develop programs independently. They now work in a medical program with the Arequipa Red Cross. They also have several functioning nursery school programs, a furniture-building program, and more construction-help requests than they can handle.

Urban Work Unpopular

Of some 120 early Volunteers who trained to work in urban development, over the months about 30 have gone on to other work. The requests for transfers away from urban projects outnumber those from other areas about four to one. Nevertheless, we feel that our urban projects have had a very favorable effect in the *barriadas* of the three cities and have been among the most effective of any of our programs.

The combined efforts of the two Lima groups in helping some *barriada* residents build a school received widespread national publicity, unsolicited, and the school was named *Cuerpo de Paz* (Peace Corps). A school built with Volunteer help in Arequipa has been named for John F. Kennedy. The Volunteers' business, personal and otherwise, is reported in the gossip columns of the Arequipa newspapers. They are accepted as a part of the *barriada* scene in all three cities. Louis Van Dyke (Hinsdale, Ill.) is a member of the *barriada* association council in Arequipa. Volunteer Leaders Joseph Sklar (New York City) and Jon Leeth (Delphos, O.) are regularly invited to meetings of the Lima organization of *barriadas*.

Singling out Volunteers for praise in the urban projects is difficult. Rae Ann Leeth, the wife of Jon Leeth and the mother of a four-month-old baby,

EMERGENCY CALL took Volunteer Katherine Peck (Belleville, N.J.) to the city of Ica for temporary work after a flood. Kathy regularly works as a nurse in community development at Chimbote.

GALA CELEBRATION marked the dedication of the John F. Kennedy School, which Volunteers helped to build in a *barriada* of Arequipa. Here, Volunteers, officials, and citizens cavort in *huayno*, which like many dances derived from Indians, requires manipulation of handkerchiefs.

RECESS TIME brings exercises for nursery-school children in *barriada* of Arequipa. The leader is Helen Ferguson (Pasadena, Cal.), who has degree in sociology and experience as social worker.

VOLLEYBALL GAME is part of sports program started by Volunteers in *barriada* Alto Selva Alegre, near Arequipa. Volunteer Jerry Johnson of Hector, Minn., stands on sidelines and officiates.

"THIS IS A CRANKSHAFT," Volunteer John Coronado tells boys at reformatory, where he spends most of working time teaching radio and mechanics. Both he and his wife, Mary, who serves in community-development program in Arequipa, have worked in Peru before, having spent two years with company engaged in industrial construction project. Both are radio hams.

thought of a program for training midwives. The program was developed by Margaret Loomis (Hemet, Cal.) and is now being operated by the two women.

In the *barriada* of San Martin, Joe Sklar, Jim Crowe (Decatur, Ill.), and Douglas Schlesier (East Rockaway, N.Y.) are working with Al Pagano (La Jolla, Cal.) a master bricklayer, and Mike Roth (University City, Mo.), a graduate architect. Together they are providing their services to help several of the *barriada* dwellers build their own houses. Pagano, whose father and grandfather were bricklayers, has also introduced new methods of making noodles and wine. Joe Sklar has become a sought-after man to discover which government agencies to ask for assistance and how to get delegations of citizens into ministry buildings—a highly valuable skill in Peru.

In addition to starting crafts projects and a knitting class, Mary Lutz (Cleveland Heights, O.), an inventive person who majored in design at the University of Michigan, has started commercial manufacture of peanut butter, the proceeds of which purchase arts-and-crafts materials. Suzanne Dickenson (El Centro, Cal.) has organized a children's choir. At Christmas time, the children won second prize in a television contest. She also works with young people's orchestras and periodically gives clarinet concerts on her own to raise funds for instruments.

In the case of at least one Volunteer, his part-time project has turned into almost a full-time job. John Coronado (Huachuca City, Ariz.) started going to the boys' reformatory in Arequipa to give classes in radio and in auto mechanics. He now spends most of his day there, spurred on by the words of the reformatory director: "Our boys have been given new life and morale has improved a hundred per cent. Before, our boys' main thoughts were how to escape."

Joint Volunteer-Peruvian effort has resulted in several successful projects.

In Arequipa, where Volunteers are working with National Housing Administration and have put up several community water tanks, the material contributions of the construction gang, led by a 66-year-old ex-contractor, Chet Wiggins (San Bruno, Cal.), have been considerable. Early difficulties and disappointments have nearly vanished as the Volunteers have developed working teams and jobs in the *barriadas*.

In Chimbote, residents of Carmen recently finished a straw school with Peace Corps help. A house originally intended to lodge Volunteers is close to completion, and will be turned over to the *barriada* as a community center. One of the rooms will house a drug cooperative. A priest donated the pharmaceutical materials; Chimbote's "sister city," Pensacola, Fla., contributed the financing; and Carmen residents will provide the voluntary help in the cooperative as well as in a clinic which will function in a second building.

The slow start and the early difficulties of the urban group are perhaps beginning to be balanced by activities like these.

Building Job Beats Deadline

"The Peace Corps Wins the Battle in Peru". . ."The Peace Corps Scores a Victory in Its Race With Time". . . Thus read some newspaper headlines in Peru not long ago.

What caused all the excitement was a simple, three-room adobe schoolhouse in the *barriada* of Ermitaño, 20 minutes from the heart of Lima. Its existence is a tangible result of a cooperative community-development project.

The *barriada* of Ermitaño, although only a year or so old, has some four to six thousand families. Its only school was, like many of the *barriada's* other buildings, built of reed mats, and in due course it burned down.

Some nine days before the new school term was to begin, a delegation of Ermitaño parents came to the Peace Corps in search of men, money, and technical help. The families had been promised teachers for their children by the Ministry of Education if they could provide a school. The parents accordingly had formed an association, obtained a building lot, and started work on the school.

Since time was short, however, and most of the men could not take time off from their work to help out on weekdays, the association sought outside help.

Peace Corps Volunteers from two neighboring *barriadas* promised to help on condition that Ermitaño people help, too. The Ermitaño people said they would, and promised to raise all necessary funds, and for three days work on the school boomed.

Mothers, students-to-be, and Volunteers worked together: carrying water, mixing mud, collecting donated abode bricks, and putting up walls. Fathers helped after work. Starting almost from scratch, the task force completed three-fourths of the work in three days.

Then came Sunday. Sunday is widely regarded as an ideal day for community-development projects because the men usually are free from weekday pursuits and can pitch in and help. But this Sunday was different: word had spread that the Volunteers were helping out on the job, and when the Volunteers arrived Sunday morning ready for work, the school site was deserted. The Volunteers invoked their "no community help, no Volunteer help" condition, and told the parents' group they would return in the afternoon.

Still No Citizens

After lunch, the Volunteer work crew returned. Still no citizens. The Volunteers were so eager to finish the job, however, that they started in—after sending out children to warn the community that work would stop unless the people came out.

Within a half-hour, the site was swarming with people. Work continued apace all afternoon and on the succeeding three afternoons required to roof the building.

The Volunteers attributed the temporary lapse to the tradition of Sunday leisure, to the work many men were doing in building houses of their own, and to the failure of many new residents recently arrived from the mountains really to realize the need for the school.

In any case, the victory was scored in "the race against time." The inauguration was held; the Volunteers were cited for their help; 180 students signed up; and the *Cuerpo de Paz* (Peace Corps) school opened for education.

Considering that no one here—staff or Volunteer—has ever run or worked in a Peace Corps program before, I think we are doing pretty well. It is, of course, too early to tell whether we will have any lasting impact here, or even any impact at all, but the predominant indications we get are favorable.

—Frank Mankiewicz
Peace Corps Representative
Peru

Dreams of Powdered Milk

Charlene Duline of New York City attended Indiana University and Hunter College. She is now a Peace Corps Volunteer working in Peru's School Feeding Program.

By Charlene Duline

Cuzco, the ancient city of the Incas, is a tourist haven and the home of the Incas' descendants, a tragic race displaced in their own homeland. Men, women, and children carry ponderous burdens on their backs—they actually trot with them. They are a hardy and proud people. Their life expectancy is 32 years.

Most Indians have no shoes. It is depressing to see them barefoot in cold, rainy weather. Poverty is widespread, but because it exists, some 46 of us Volunteers have been working in Peruvian nutrition programs, 25 of us in Cuzco. More Volunteers are joining us soon in this work.

Our purpose is to distribute food contributed by the United States and by the Peruvian government and to supervise the preparation of this food for school breakfast programs.

The breakfast—*mazamorra* (corn-meal mush), hot milk, and a roll—has encouraged many parents to send their children to school in order to get the hot meal.

Our schools lack kitchens, and the food must be prepared in mud patios or in an open courtyard of a building. We have plenty of opportunity to practice our secondary job: hygiene and health.

We are still trying to overcome antipathy toward milk. When we started last September, we mixed the milk powder in weak concentrations and then, as the children grew used to it, we built up the strength to its proper proportion. Nevertheless we still hear that milk is not good for children, that it gives them stomach ache. This story usually accompanies a child who has not had milk before and is convinced that he will become ill.

We had some difficulty in starting the program. We gave demonstrations in the schools. Barefoot, sickly children with cheeks chapped from cold and from the lack of vitamins ate heartily and came back for more. Before long, people began to know us and point at us with pride when we walked down the street. *Cuerpo de Paz* (Peace Corps) became synonomous with milk, which most persons here consider a luxury.

Our lives so centered on powdered milk that at night we dreamed about it. There were low periods when we asked each other why we had ever left home. But we had only to look around us for the answer.

For the first time in their lives, most of the poor people of Peru are learning that someone cares about them. For the first time they are seeing Americans who live and work as they do—Americans different from the tourists who breeze through leaving a wake of money.

The end of our first year finds us still stubbornly confident, still struggling with the language, still furious at delays, and still learning to live with frustrations. But what can we do? We love it.

BREAKFAST TIME brings lineup of boys at Romana School in Arequipa for meal of corn-meal mush, bread, and milk or hot chocolate. Here Elsie Normandy (Fairfax, Va.) ladles out mush as Ken Draigh (Port Jefferson, N.Y.) and Pepe Vinatea, a Peruvian volunteer worker, stand by.

Friendship Meets the Test

Volunteer Ronald Inskeep of Lombard, Ill., attended North Central College in Naperville, Ill. He has served in the Navy, attending Submarine School and studying submarine diesel engineering. He is working in nutrition in Cuzco.

By Ronald Inskeep

Have you ever wondered that it would be like to be a camp counsellor for 30 undisciplined children? Well, I found out, and it was no picnic.

This all came about through Al Coggins (Boston, Mass.), a Volunteer Leader in Arequipa. He thought some children from the squatter settlements of Arequipa should spend a week at camp on the beach in Mollendo. The idea was wonderful, but it sounded like an impossible task.

If on our first day in Mollendo you had asked any of us, we would have told you that the task *was* impossible. We spent the entire afternoon extricating one Jeep from the railroad tracks (a short cut, we thought), and digging the other two Jeeps out of the sand. I no longer believe that a Jeep can go anywhere.

Who Was Who

Our staff consisted of nine others besides me: Al Coggins, Jim Stevens (Oswego, N.Y.), Curt Cherry (Beloit, Wis.), Elsie Normandy (Fairfax, Va.), Judith Leeds (Washington, D.C.), Charlene Duline (New York City), Joanne Grubaugh (Boyne City, Mich.), Rosemary Pricci (Washington, D.C.), and Bettye McKenzie (Montclair, N.J.). Volunteers Kenton Draigh (Port Jefferson, N.J.) and Fleta McFarland (Santa Rosa, Cal.) recruited children in Arequipa in co-operation with Armando Rivera, Arequipa's executive co-ordinator of the National School Feeding Plan.

Before the children were due, we had a lot of work to do. We canvassed the merchants in Arequipa for equipment: towels, swim suits, art supplies, stationery, and scrap lumber for carpentry. We borrowed four big tents and a Peruvian flag from the army. The railroad gave us a special price for transporting the children to and from Mollendo.

Pioneers, O Pioneers

The men went to Mollendo a few days early to set up the camp. The first day we got stuck. The second day wasn't much better. Four of us tried to carry and erect tents that were designed for assembly by 10 men. It was quite a struggle . . . and a lot of laughs. For the next few days we kept busy building tables and benches for the kitchen, and pursuing our biggest project: the *silo* (latrine). Have you ever tried to dig a latrine in the sand? Don't give up; it *can* be done. We built a bottomless wooden box about six feet high and dug from inside it, sinking it as we went. We hit water two feet down. We dug another three feet in the water. We then boarded over the top of the box and put in two hinged lift-up boards. We then screened off the structure by using reed mats. The whole project took three days.

Three tents we used for dormitories. We had no beds, so we slept in blankets on the sand. The other tent was for a kitchen and for a combination dining-and-class room. The women took turns cooking with the assistance of Peruvian volunteers. The men prepared breakfast: milk, *mazamorra* (corn-meal mush), and bread. (This breakfast, by the way, is what we are serving in our school-feeding program here in Peru.) Lunch and dinner consisted of a variety of Peruvian and American dishes.

The camp offered swimming (the most popular), volleyball, baseball (new for the campers), art classes, excursions, classes in health and hygiene, movies, and other activities. On Sundays we had a picnic on the beach, and Sunday evening the children wrote letters home. On the night before they left camp, we built a campfire and toasted marshmallows (this was new to the children). They sang, danced, and told jokes, and we all had a hilarious time.

A typical day at camp went like this:

5:30—Men Volunteers arose to prepare breakfast
6:30—Children arose
6:45—Exercises
7:00—Breakfast
8:00—Volleyball
9:00—Wash clothes
10:00—Swimming
11:00—Health class
12:00—Lunch
1:00—Rest period (we needed it)
2:00—Excursion
5:30—Free
6:00—Supper
7:00—Art Class
8:30—Bedtime for children. For us it was time for conferences, letter writing, chess, etc.
10:00—Bedtime for staff

The children stayed a week, so each seven days we had to break in a new group.

When the children arrived, they were lethargic and undisciplined. The only time they ran was at mealtime.

The first few days they would complain that the staff was too strict. But when they left, they would have tears in their eyes. They gave real meaning to the name: *Campamento de Amistad*—Camp Friendship.

We are going to have the camp again next year. Would any of you like to volunteer? The pay isn't much, but the rewards can't be measured in money.

COUNSELLORS AND CAMPERS—at least one batch of them—gather on the Pacific Ocean beach at Mollendo for group picture. Boys and girls were brought from *barriadas* of Arequipa in one-week cycles to live on beach and take part in camping activities organized by Volunteers.

As to the Vounteers . . .

"As to the Volunteers, I have talked to them and have been close to their efforts. They are young idealists, fighters, full of the spirit of sacrifice and with an integral preparation which is much more superior to the average I expected when I discussed the program with Sargent Shriver. They are polarizing a great deal of national energy and purpose which were going around scattered and uncertain. They are proving, without any doubt, the measure of good faith and sense of co-operation inherent in the average man in the United States. They are getting experience which will be of great value to the future of Pan-American relations. And, above all, they are living with our common people, with their poverty, with their desire to improve themselves, with their hopes, under conditions entirely different from the ones in their own homes. They merit respect and praise."

—Fernando Romero, former rector of the University of Huamanga, writing in *El Comercio*, a Lima newspaper

Photos in the Peru section were taken by Volunteer John Delgado, Deputy Representative William Mangin, and research associate Paul Doughty.

Senegal's Sand Puts Athletes To Steep Test

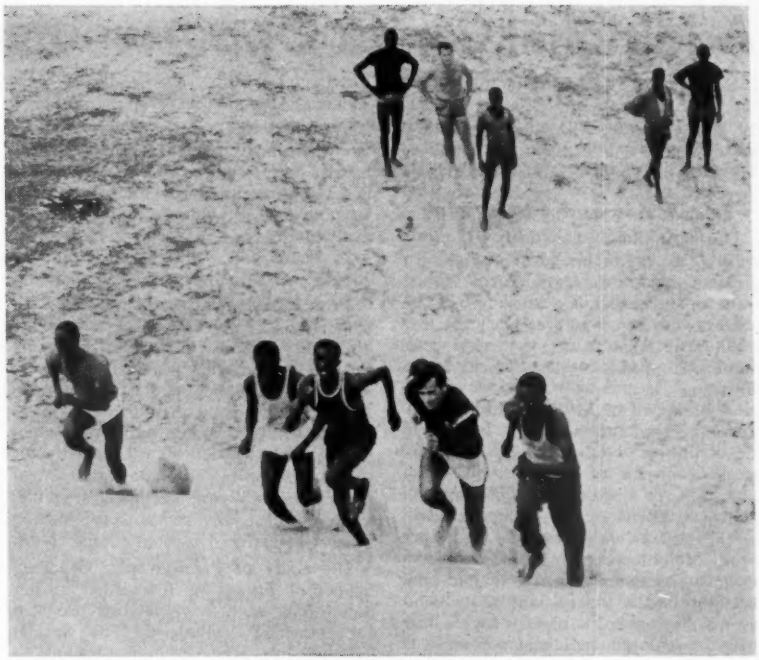
By Douglas Treado

If a blindfolded stranger were to accompany me to the place where I live, and then have his eyes uncovered, he might think his feet rested on the sandy soil of a small Mediterranean village. He might be baffled by the dark faces of my African friends and fellow-residents; yet the old stucco buildings now faded into strange pastels and the absence of cars and industrial noise would probably confuse him more. And then I would tell him.

This is the Island of Gorée, two miles off the coast of Dakar, Senegal, the westernmost part of Africa. It has remained very much the same since its discovery by the Portuguese navigator, Dinis Dias, in 1444. The island itself is small—only 1000 by 350 yards—and is largely a mountain of rocky basalt, evidence of volcanic activity of the Tertiary period.

In the 16th century the French and English held the island. In 1617, the Dutch bought it from Biram, the chief of Cape Verde (now Dakar and environs), but in 1677 surrendered it to a French admiral. The English again held Gorée from 1692 until 1697, at which time the French returned once more. From then on, except for a few short periods of British occupation, the island remained under the French flag until Senegal became independent three years ago.

All of this history remains with Gorée's 1200 inhabitants. They like to feel themselves almost independent of Dakar, the much newer but now wholly metropolitan capital city 25 minutes across the water.



SPRINTING UPHILL, Senegalese runners and their coach, Douglas Treado (in dark sweatshirt), race up sand dune to build up wind and limb. Senegal placed second in West African Games.

It is with the Goréens, full of feeling for freedom, that I have found my work.

I arrived in Senegal last February, the first of a group of Peace Corps athletic coaches. My work began in Dakar, where four other Peace Corps coaches and I helped to train Senegal's national track team for the African Games, to be held in April.

I mostly worked with the middle-distance and distance runners. I instituted the rigorous Australian training methods, which included resistance workouts such as running on loose beach sand and on steep dunes.

At the outset, some of the athletes found the training difficult, but later became stronger and began to benefit from it. The two Senegalese coaches approved of the regimen and soon the entire team, including the field and weight men, were hard at it along with the runners.

Two months later, running on a poor track, I injured my left knee. The disability ended my active track coaching (this didn't seem to matter to the Senegalese athletes; they placed second in the Games), but it led to my full-time work on Gorée.

When I first arrived last February, I had begun coming to Gorée during my free time to teach basketball, which has become very popular in Africa. During my first visit, I had found a small, run-down basketball court in some vacated and crumbling military buildings. On fixing up the court, I soon organized three 12-man teams in different age groups. I began to arrange games with teams on the mainland, and at the moment my senior team is playing in the regional championship of Senegal.

When school is dismissed for the summer months, I plan to begin more recreational activities and to teach swimming as well.

I live in a small, concrete-and-stone room in a "castelle," a fortified mountainside above the village. My room is part of these centuries-old fortifications; one window looks down a cannon ramp, the other over the Atlantic. The room has its drawbacks—I am without electricity or water—but I am content there.

I take my meals with various families on the island. Their diet mostly consists of fish and rice. All Goréens are immediately friendly, and their attitude has helped in my work.

My job does have its exasperations, sometimes due to differing attitudes or difficulties in communication. But my players, other contestants, and officials comment on the teams' improvement, and their support is gratifying.

Volunteer Douglas Treado is from Marquette, Mich. He attended Cornell, majoring in industrial and labor relations. In 1960, he trained in Australia for six months with Herb Elliott, the runner, and Percy Cerutty, Elliott's coach. Last summer, just before entering Peace Corps training, Treado took fifth place in the National AAU 15-kilometer run, held at Washington.

Italy Gives El Salvador the Proper Poplars

What Michael Moore needed was some poplar hybrid planting stock. Michael, a Peace Corps forester from Lansing, Mich., is working in the Central American country of El Salvador. His host country is out of the normal range of native poplars, but Michael wanted to try growing poplars hybrids at higher and intermediate elevations.

The U.S. Department of Agriculture informed him that the best sources of planting stock were in Italy. So Michael wrote off to Rome; the Experimental Center for Agriculture and Forestry donated 50 poplars grafts; Pan American Airways flew the parcel (about the size of a loaf of bread) free to San Salvador, the capital city. The trees are now planted.

Additional Career Opportunities for Volunteers

Following are notices of additional educational and career opportunities received by the Division of Volunteer Support since the publication of the May issue of THE PEACE CORPS VOLUNTEER.

Fellowships and Scholarships

Northern Illinois University has established 10 graduate assistantships for qualified returning Peace Corps Volunteers for the academic year 1963-64. Volunteers who enroll in graduate programs leading to degrees of master of arts, master of music, master of science, or master of science in education will receive a stipend of $1980. Volunteers enrolled in graduate programs leading to the certificate of advanced study, or degrees of master of fine arts, doctor of education, or doctor of philosophy will receive a stipend of $2340. Students will be expected to work about 24 hours per week. Volunteers who already hold a master's degree may engage in half-time teaching under supervision; those who are working toward a master's degree may assist in research, in laboratory sections of undergraduate courses, or in other instructional activities. Write to C. Norton Coe, Dean, The Graduate School, Northern Illinois University, DeKalb, Ill.

Yeshiva University, Graduate School of Education, in addition to the financial assistance it is offering returning Volunteers in its special program, Project Beacon (See January issue of THE VOLUNTEER), will grant up to eight graduate credits for Peace Corps experience to be applied toward teaching certificates and master's or doctor's degrees. Write to Dean Joshua Fishman, Project Beacon, Graduate School of Education, Yeshiva University, 110 W. 57th St., New York 19, N.Y.

Woodrow Wilson National Fellowship Foundation has offered to assist returning Volunteers who want to attend graduate schools and programs of study. The foundation will also try to arrange interviews at convenient locations overseas for Volunteers who wish to apply for Woodrow Wilson Fellowships. Write to Hans Rosenhaupt, National Director, Woodrow Wilson National Fellowship Foundation, 32 Nassau St., Princeton, N.J.

University of New Mexico has set aside 10 fellowships for graduate study for returning Volunteers. Fellowships for one year of study at the master's level are for $1500; for one year at the doctoral level, $1900. A number of graduate assistantships, carrying a stipend of $2000 each, have also been set aside. The application deadline for 1963-64 is Aug. 15 (thereafter, Apr. 15). Write to Dean of Graduate School, Preferential Peace Corps Graduate Awards, University of New Mexico, Albuquerque, N.M.

A limited number of staff appointments as part-time instructors or discussion leaders for persons of special competence in Latin American area studies, political science, and community development are available at the University of New Mexico's Peace Corps Training Center for Latin America.

Prof. Russell Brinker, head of the Civil Engineering Dept., New Mexico State University, has offered to assist returning Peace Corps engineers and surveyors to select schools and scholastic programs for further study in their fields of interest. He would welcome returning Volunteers at New Mexico State University for undergraduate or graduate work or at the university's new Technical Institute. Write to Prof. Brinker at New Mexico State University, University Park, N.M.

University of Pennsylvania, Graduate School of Education, has added further dimensions to its scholarship program for returning Volunteers. The Special Teacher Internship Program, leading to an M.S. degree in education and to secondary-school certification, now includes three full tuition scholarships and twelve half-tuition scholarships for the 1963-64 academic year. The program provides for a calendar year of professional study and preparation and a one-semester paid teaching internship ($2100). Interns will teach in culturally deprived areas of Philadelphia. Negotiations are also under way to provide additional stipends of $1000 for each of the 15 scholarship recipients. Write to Albert Oliver, Internship Program, Graduate School of Education, University of Pennsylvania, Philadelphia 4, Pa.

Teaching

St. John's College seeks returning Volunteers for positions on its faculty. Openings are available in mathematics, Greek, French, and music departments. A master's or doctor's degree is preferred. Write to Richard Weigle, President, St. John's College, Annapolis, Md.

Department of Education of the Virgin Islands wants to employ returning Volunteers as teachers. Peace Corps teachers who have received a bachelor's degree from an accredited institution may be certified to teach in the Virgin Islands. Preference will be given to applicants who are single or to couples when both husband and wife are interested in teaching. Round-trip fare is provided for those who remain in their positions two years. Write to P. C. Sanchez, Dept. of Education, Charlotte Amalie, St. Thomas, V.I.

U. S. Treasury Dept.'s Office of International Affairs is seeking returning Volunteers for positions in the field of international economics. OIA is responsible for advising and assisting the Secretary of Treasury in formulating and executing policies and programs in international economic, financial, and monetary fields. Positions are available in Washington and in overseas capitals. Minimum requirements are a master's degree in economics or in international affairs with extensive specialization in economics. Outstanding students with bachelor's degrees will also be considered. Write to Guy Wilson, OIA, U. S. Treasury Dept., Washington 25, D. C.

National Institutes of Health is seeking returning Volunteers for the following positions: engineers who have graduate degrees and experience in air-conditioning and refrigeration; registered nurses willing to work rotating shifts; registered medical technologists; translator of German and Scandinavian languages with some knowledge of the biological sciences; and recreational leaders. Write to Mrs. Catherine Dougherty, NIH, Recruitment and Placement Section, Bldg. 1, Room 5, Bethesda 14, Md.

U. S. Army Nurse Corps wants to recruit nurses under 35 with Peace Corps service. As officers of the Nurse Corps, nurses will serve for a minimum of two years at post and field hospitals all over the world. Write to Army Careers, USCONARC, Fort Monroe, Va.

Agency for International Development seeks returning Volunteers for the following: An interpreter-translator of French to work in Africa. Applicants must submit a Form 57 (federal job application) and must pass an examination to qualify for the position. Write to Miss Frieda Lunsmann, AFE/PERS, AID, State Dept., Washington 25, D. C.

Jobs in personnel administration, general services, finance and accounting, economics, road and equipment, community development, public health, agriculture, education are available in the mission in Laos. Write to Richard Green, Acting Chief, Office of Laos Affairs, AID, State Dept., Washington 25, D. C.

An assistant administrator for the dependents' school in Yemen. This person would teach grades 1-8. Salary is $7705 (FSR-7). Write to Personnel Office, Bureau for Near East-South Asia, AID, State Dept., Washington 25, D. C.

Farmers Home Administration is seeking returning Volunteers to be farm-management supervisors, accountants, and administrative staff. Openings are available in the national office and in state and county offices throughout the country. Write to James Somerville, Director, Personnel Division, Farmers Home Administration, Dept. of Agriculture, Room 6322, South Bldg., 12th St.

Who Are Completing Two Years of Service

and Independence Ave. SW, Washington 25, D. C.

Food & Agriculture Organization of the United Nations needs qualified technical personnel in agriculture, irrigation engineering, forestry, fisheries, nutrition, economics, and statistics for field posts throughout the world. These posts require high technical qualifications, the ability to plan and execute work independently, to train local personnel, and to advise national authorities at a high level. A college degree is required, as well as from three to 10 years' experience in a specialized field and experience in developing countries. Candidates should complete an FAO Personal History Statement, which can be obtained from FAO Headquarters in Rome, from regional offices, or from national FAO committees. Applications and inquiries should be sent to the Chief, Personnel Branch, Food & Agriculture Organization of the United Nations, Viale delle Terme di Caracalla, Rome, Italy.

Smithsonian Astrophysical Observatory would like to interview men with training and experience in the physical sciences, engineering, astronomy, electronics, mechanics, or navigation. Openings exist for observers to operate and maintain complex optical satellite-tracking and astronomical equipment in a worldwide network of tracking stations. The starting salary is $6096-$6675 per year, plus an average overseas allowance of 22 per cent. Moving expenses and liberal fringe benefits, including four weeks' vacation, are provided. Write to Lynn Santner, 60 Garden St., Cambridge 38, Mass.

U. S. Dept. of Agriculture is seeking returning Volunteers for positions in general administration, accounting and auditing, investigation and inspection, law, economics and statistics, veterinary medicine, plant and animal research, home economics, chemistry and physics, soil science, farm management, engineering, forestry, agricultural commodity grading, soil and range conservation, crop insurance, information and education, research technology (food, fiber, and cotton), nonresearch and research engineering (agricultural, chemical, civil, electrical and electronics), agricultural marketing and reporting, foreign agriculture, and other professional and technical fields. Positions are available in the United States and overseas. Write to Carl Barnes, Director, Office of Personnel, U. S. Dept. of Agriculture, Washington 25, D. C.

Other Opportunities

International Minerals & Chemical Corp. seeks returning Volunteers for its expanding operations in Africa and India. It particularly wants people with experience in agriculture and teachers for the children of employees. Write to F. W. Luck, Administrative Center, International Minerals & Chemical Corp., Old Orchard Rd., Skokie, Ill.

ACCION, a private, nonsectarian program affiliated with the Institute of International Education, is seeking returning Volunteers to be leaders for its projects in Latin America. ACCION concentrates on adult education, community centers, and co-operative industries among rural people who have migrated to city slums in four major areas of Venezuela. It is also expanding its work to other Latin American countries. Write to Jerry Brady, Box 3005, New York 17, N.Y.

ACCION is also seeking Peace Corps Volunteers who are returning to graduate school and wish part-time work. Several positions are available in California, Texas, the Midwest, New York, and Washington, D. C.

National Rural Electric Cooperative Assn., an organization which provides legislative, research, educational, management, and other services to member rural-electric systems, seeks returning Volunteers. Positions are available for engineering advisers and secretary-translators. Write to Leland Biggs, Supervisor, Office Services Dept., National Rural Electric Cooperative Assn., 2000 Florida Ave. NW, Washington 9, D. C.

American Recreation Society Inc. has offered to assist returning Volunteers interested in careers in recreation with education plans and job placement. The society will accept recreation experience gained in the Peace Corps toward accreditation required under its national registration program for professional recreation leaders. For further information write to Ray Butler, Executive Director, The American Recreation Society Inc., Room 622, Bond Bldg., 1404 New York Ave. NW, Washington 5, D. C.

American Council of Voluntary Agencies for Foreign Service will assist returning Volunteers to find employment with its member agencies. The council is composed of organizations which maintain overseas programs in relief, reconstruction, refugee work, migration, and technical assistance. Copies of a letter from the American Council, providing specific information about the member agencies interested in hiring returning Peace Corps Volunteers, have been sent to Volunteers in the field.

Goodwill Industries is seeking men and women interested in working with the physically and mentally impaired. Positions are available in administration, public relations, rehabilitation, and personnel services. Salaries range from $6500 to $15,000. Qualifications include a college degree or two years of college plus experience in business administration, public relations, engineering, rehabilitation, social service, a health-related field, or the Peace Corps. Write to Robert Watkins, Assistant Vice President, Goodwill Industries of America Inc., 1913 N St. NW, Washington 6, D. C.

Stauffer Chemical Co. is seeking returning Volunteers for positions in agriculture, physical and analytical chemistry, research and development, production, sales, and technical services. The company operates plants, research laboratories, and sales offices in 27 states and in several countries abroad. Write to J. W. Dees, Employee Relations Dept., Stauffer Chemical Co., 380 Madison Ave., New York 17, N.Y.

AFL-CIO's Industrial Union Dept. seeks returning Volunteers for administrative positions with industrial trade unions. Write to Jack Conway, Executive Assistant to the President, Industrial Union Dept., AFL-CIO, 815 16th St. NW, Washington 6, D. C.

American Meat Institute is seeking returning Volunteers interested in working for an agricultural-related industry. A variety of positions are available for men with degrees in animal husbandry, general agriculture, economics, business, marketing, food technology, engineering, the physical sciences, and the arts. Write to Cholm Houghton, Director, American Meat Institute, Dept. of Membership and Personnel Relations, 59 E. Van Buren St., Chicago 5, Ill.

United Auto Workers is seeking returning Volunteers interested in research work with the labor movement. Applicants should have writing ability, a background in economics, and preferably a knowledge of at least one language other than English. Write to Nat Weinberg, Director, Special Projects and Economic Analysis Dept., United Auto Workers, 8000 E. Jefferson Ave., Detroit 14, Mich.

Mead Corp., manufacturer of paper and wood products, seeks returning Volunteeers for positions as accountants, engineers, salesmen, and persons interested in industrial relations. Write to Roger Search, Co-ordinator, Professional and Technical Employment, Mead Corp., S. Paint St., Chillicothe, O.

International Business Machines Corp. seeks returning Volunteers for positions in engineering and programming and in financial and administrative areas. Positions are available in Washington, D. C.; Endicott, N. Y.; Poughkeepsie, N. Y.; and elsewhere in the U. S. A bachelor's, master's, or doctor's degree is required. Experience is desirable. Write to R. W. Lombardo, Personnel Dept., International Business Machines Corp., 590 Madison Ave., New York 22, N.Y.

Researcher Tells Findings

(Continued from page 2)

hold" of Volunteers. The footlockers contain a "balanced" collection ranging from the work of Sen. Barry Goldwater (R. Ariz.) to that of President John Kennedy, from history to mystery stories.

Unfortunately, the study of the outgoing Volunteers indicates the books did not solve the problem.

"The more you read, the more you want to talk about it," Dr. Colmen said. "Even for Volunteers who are in a team operation, discussion with the same person becomes sterile."

Access to Intellectuals?

In some extreme cases, he said, some of the Volunteers said that long-term "living with limited sensory stimulation causes them to lose so much of their intellectual drive that they don't even want to read anything."

Some of the Volunteers suggested during the study that they need more access to the educated nationals of the host countries.

There is no rule against such mixing, but it does present a conflict situation. The basic idea of the Peace Corps was to get the Volunteers out in the field dealing with the grass roots.

Some of the Volunteers have met the problem by starting hobbies. Dr. Colmen reported that one, for instance, was making an exhaustive collection of the folk music of Colombia.

As might be expected, some of the Volunteers had gripes about Peace Corps administration. Some, the survey showed, feel the Peace Corps did not take care of their needs as quickly as it should have.

These "needs," Dr. Colmen explained, ranged from marital and psychological counselling to such matters as tardy pay checks,

The concern over the tardy pay check, he hastened to point out, was not a personal one: the Volunteer was anxious to pay his landlady on time so that the native rooming-house operator would not "lose face."

Dr. Colmen observed that the Peace Corps just did not have enough good supervisors—and could not have—to take care of all these problems, so, in some cases, the Volunteer would just have to "sweat it out."

Language Fluency

Most of the Volunteers agreed that their effectiveness would be enhanced by greater fluency in the language of the host country.

During training periods, the Vounteers are given intensive language training.

"There is a limit to the amount of such training we can give," Dr. Colmen noted. "There are just so many hours of language you can give a student. After that it's wasted time."

The language problem also runs into practical difficulties. To do the most good, the Volunteer should have his language facility at the beginning of his tour when he is trying to "break into" the community. After a period, he picks up enough of the language to get along, anyway, so continuation of language training after the Volunteers are assigned does not make a big contribution.

Dr. Colmen contended that the gripes about details turned up in the study was an indication that the morale of the Volunteers was good.

As he summed it up:

"The Volunteers still are deeply committed to the idea and the ideals of the Peace Corps, but they are more realistic about what the Peace Corps can accomplish. And they are more realistic about what it means to be in an organization that, like any other, has administrative problems."

Personal Gain Felt

Many of the 250 Volunteers completing service feel that they gained more from the experience than they gave.

The study of the Volunteers, made by Dr. Colmen, is full of self-analysis, such as this statement:

"I understand myself better now even though I don't like some of the things I understand. My self as a pre-Peace Corps Volunteer is a stranger to my self as a Peace Corps Volunteer today."

In general, Dr. Colmen said, the changes in the Volunteers as a result of their two-year tours are "healthy." Most consider themselves more mature, more patient, more tolerant, and more self-reliant as a result of their work.

In one of the four country groups studied, 98 per cent of the Volunteers reported in their questionnaires that they thought they had made a "contribution" through their Peace Corps work. The lowest percentage reported by any group on the "contribution" question was 65 per cent. Asked if they were "satisfied" with the program, 90 per cent in one group said they were. The lowest group response to the question was 70 per cent.

Of course any bright, youthful American would be expected to mature during two years of work. (The average age of the Volunteers is 25.) For research purposes, Dr. Colmen said, the Volunteers will be compared with several "control groups."

The "control groups" are college students in the United States and a group of U.S. teachers who have contract jobs —as distinct from Volunteers—in East Africa.

Conservative Swing

And, as might be expected, not all of the Volunteers changed in the same way.

"One of the perhaps surprising things," Dr. Colmen said, "is that some of the Volunteers became more conservative. They think the U.S. should be more reflective in what we do in foreign aid, for instance."

In general, he said, the Volunteers are coming out of the program with "much deeper appreciation and pride in America and American standards" although many have questions about what they consider America's materialism, narrowness, and shallowness of interests.

Dr. Colmen said the experience seemed to result in a "confirmation" of the Volunteers' belief in social justice. It reinforced their feeling that "personal, material gain is not a truly significant value in life."

As one of the pioneer Volunteers put it:

"I have changed somewhat from an extreme idealist to a realist. I recognize the increased importance of honesty and justice. While I appreciate material values, I have a deeper religious faith and greater awareness of the responsibility of being an American."

PEACE CORPS
WASHINGTON 25, D.C.

OFFICIAL BUSINESS

POSTAGE AND FEES PAID

PCV 1-9

Domestic readers: please include mailing label when changing address.